DOCUMENT RESUME

ED 377 968 PS 022 878

AUTHOR	Kreidler, William J.
TITLE	Conflict Resolution in the Middle School: A Curriculum and Teaching Guide. Field Test Version.
INSTITUTION	Educators for Social Responsibility, Cambridge, MA.
REPORT NO	ISBN-0-942349-07-5
PUB DATE	94
NOTE	327p.
AVAILABLE FROM	Educators for Social Responsibility, 23 Garden Street, Cambridge, MA 02138 ($25; add 10% of total--$2.50 minimum--for shipping and handling in U.S. and Canada; add 20% of total--$4.50 minimum--outside U.S. and Canada; quantity discounts available).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Classroom Techniques; *Conflict Resolution; Curriculum Development; Curriculum Guides; Intermediate Grades; *Interpersonal Communication; Interpersonal Relationship; Junior High Schools; Learning Activities; Middle Schools; Peer Relationship; *Problem Solving; *Social Cognition; Thematic Approach
IDENTIFIERS	Conflict Management; *Middle School Students; *Nonviolence

ABSTRACT

This curriculum guide allows teachers to help middle school students become more effective at handling conflict nonviolently and use what they know about interpersonal conflict resolution to understand conflict in the larger world. The curriculum is based on a model called the Peaceable Classroom, a caring classroom community that emphasizes cooperation, communication, affective education, appreciation for diversity, and conflict resolution. An introduction helps teachers understand the theoretical and developmental principles on which the curriculum is based and how the guide is organized. The guide is divided into three parts. The first part, "Conflict Skills Lessons," introduces students to 10 basic conflict resolution skills or concepts. The lessons also introduce the conflict activity types that are used throughout the curriculum. The second part, "Diversity and Conflict Lessons," is a thematic unit that helps students better understand diversity and how to deal with conflict that is rooted in diversity. The third part, "Infusing Conflict Resolution into the Curriculum," describes how to reinforce the skills and concepts introduced in the skill lessons by reinforcing them in the context of standard middle school content. Each lesson contains an overview, lesson activities, additional activities, and handouts, and can be presented using a workshop approach or standard lesson approach. Three appendices contain additional activities to be used with the lessons and guidelines for role-plays. (TJQ)

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A Curriculum and Teaching Guide

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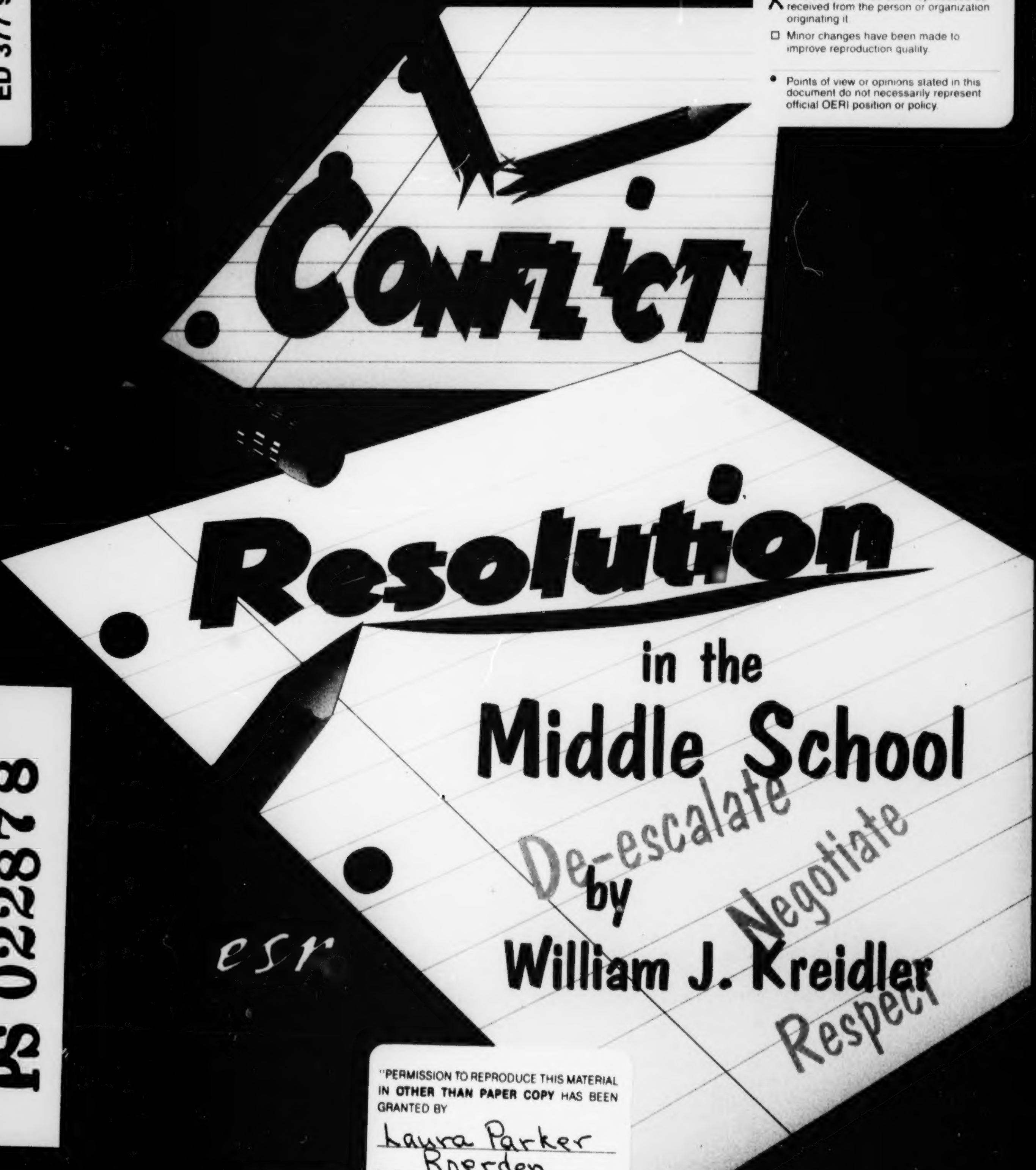

Conflict Resolution
in the Middle School

by
William J. Kreidler

PS 022878

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FIELD TEST VERSION

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by William J. Kreidler

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23 Garden Street
Cambridge, MA 02138
(617) 492-1764

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by William J. Kreidler

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Printed in the United States of America.

Editor: Laura Parker Roerden

Kreidler, William J.
ISBN 0-942349-07-5

Inquiries regarding permission to reprint all or part of Conflict Resolution in the Middle School should be addressed to: Educators for Social Responsibility, 23 Garden Street, Cambridge, MA 02138

This book is printed on recycled paper.

Cover design by Lorraine Karcz
Page design and layout by Doug Parker Roerden
Production Editors: Jeremy Rehwaldt and Linda Hiltz

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Acknowledgments

Conflict Resolution in the Middle School has been in development for several years, and during that time, many, many people contributed in ways large and small to the field test version you now hold.

To create this curriculum we began by talking with literally hundreds of middle school teachers and students—in classrooms, workshops, focus groups, and informal discussions. We asked the teachers what they would like to see in this curriculum, and we asked students what they would like to learn. We combined what they told us with our own experience in teaching conflict resolution and developed the first pilot-test version. Pilot-test teachers and their students gave us intensive feedback, which was used to create the second pilot-test version. This, too, was used by teachers across the country, and the feedback from those teachers and their students has been incorporated into this field test version.

My heartfelt thanks to these many teachers and young people who participated in discussions both formal and informal. This guide would not exist without you.

Particular thanks to our Pilot Test teachers, who went beyond the call of duty giving thoughtful and practical feedback.

From the New York City Public Schools and the Resolving Conflict Creatively Program:

- Gina Colelli, Esther Davidson (George Gershwin Middle School), Judy Nerbetski, Catherine Sapinsky, Jinnie Spiegler, and RCCP National Director Linda Lantieri.

Also, from the Resolving Conflict Creatively Program in California:

- Janet Dutrey, Assistant Principal at the Roosevelt Middle School, and Roosevelt teachers Elaine Anderson and Jane Harrison.

At the Langston Hughes Middle School in Reston, VA:

- Karen Adkins-Hastings.

At the Pollard Middle School, Needham, MA:

- Jane Tuohey and Robert Baker.

At the Clarke Middle School in Lexington, MA:

- Principal Pamela Houlares and teachers Ed Vento, Robin Jorgensen, Gerald Goolkasian, Diane Eisner, and Jane Macquire.

At the Oak Bluffs School on Martha's Vineyard, MA:

- teachers Bill Jones and Donna Hopson.

I'd particularly like to thank Janet Dutrey for her extensive and thoughtful feedback. And Gina Colelli, who not only arranged an incredibly useful feedback session, but also responded to my often last minute requests.

Special thanks to Amy Ballin of the Brookwood School, who cleared her school schedule to teach this curriculum and gave me some of the earliest feedback.

Our Advisory Board brought a combination of content expertise and practical advice:

- Elizabeth Diebold, Member, Harvard Project on the Psychology of Women and the Development of Girls.
- Janet Dutrey, Assistant Principal, Roosevelt Middle School, Vista, CA.
- Larrie Hall, Assistant Principal, Roosevelt Middle School, Vista, CA.
- Patricia Harrison, Deputy Superintendent, Rochester New York Public Schools.
- Linda Lantieri, Director, National Resolving Conflict Creatively Program, New York, NY.
- Jan Phlegar, Program Director, Regional Lab for Educational Improvement, Andover, MA.
- Peter C. Scales, Director of National Initiatives, Center for Early Adolescence, School of Medicine, Manchester, MO.
- Annette Townley, Executive Director, National Association for Mediation in Education, Amherst, MA.
- Renee Wilson-Brewer, Director, National Network of Violence Prevention Practitioners, Education Development Center, Newton, MA.

Focus group participants helped me clarify and develop ideas early in the process. My thanks go to middle school teachers Larry Costanzo, Joelle Gunther, Lorri Lizotte, and Jacqueline Scanlan.

I would like to thank a number of people at Educators for Social Responsibility:

- Former ESR publications director Sonja Latimore, whose enthusiasm for this project was instrumental in my starting.
- Her successor, Laura Parker Roerden, whose skill, good humor, and patience with endlessly shifting deadlines brought the book to completion.
- ESR Executive Director Larry Dieringer, who never stopped believing that this was an important project and who never stopped looking for funding.

- Nan Doty helped coordinate and conduct the review and pilot process and gave practical and philosophical input, as well as lots of support and encouragement. Jeremy Rehwaldt and Linda Hiltz were immensely helpful with the hundreds of details that go into producing a book like this—editing, proofing, getting permissions, ensuring style consistency, and much more.

My thanks to all of you.

And I would like to thank my co-workers at Boston Area Educators for Social Responsibility: Rachel Poliner, Sally Orme, and Carol Wintle. Not only did they cover for me when I was out of the office working on this guide, they gave valuable feedback and ideas on the emerging text. Their influence is felt throughout this guide.

I would also like to thank some of the many people whose thoughts, ideas, and challenges, either directly or indirectly, influenced my thinking and helped to make this book: Carol Lieber, Sara Goodman, David Hyerle, Richard Cohen, Sandi Adams, Annette Townley, Pamela Moore, Patti DeRosa, Barbara Porro, Ulric Johnson, Linda Lantieri, Joan May Cordova, Jim Halligan, Gail Sadalla, and Gina Colelli. Thanks also to David Aronstein for unending patience and support. Finally, I wish I had thanked the late, great Frederic Evans, and I hope he knows that.

Introduction

Conflict Resolution is one of the most exciting subjects you can teach. And middle school is one of the most exciting places to teach it. That has been our experience, and this curriculum guide is designed to help you have a similar experience as you teach nonviolent conflict resolution skills to middle school students.

Middle school students are hungry to learn new ways to handle conflicts. They are beginning to re-examine their relationships with their peers, their teachers, their parents, their world. Conflict is a natural and necessary part of this process.

Conflict is also a natural and necessary part of life, but that doesn't make it easy to handle. Middle schoolers want to know how to handle conflicts when the old way—getting help from an adult—is no longer acceptable. They scoff at easy or pat answers. They are a demanding audience. But they will eagerly explore and embrace new skills and concepts if they are creditable. And they will eagerly apply what they learn about interpersonal conflict to larger conflicts in the community, the country, and the world.

They are ready to examine such concepts as power, injustice, prejudice, and violence. But they need guidance to do all this, and that is where we, as teachers, come in. This curriculum is designed to help you as you guide students to discover more about conflict, conflict resolution, and related issues. The goal of this curriculum is to help students become more effective at handling conflict nonviolently and use what they know about interpersonal conflict resolution to understand conflict in the larger world.

This field test version of *Conflict Resolution in the Middle School* is a beginning, as we explore the best ways to guide students in their discovery.

HOW THIS GUIDE IS ORGANIZED

It is divided into four parts:

- Introduction
- Conflict Skill Lessons (Part I and Part II)
- Diversity and Conflict
- Infusion into the Standard Curriculum

The goal of the *Introduction* is to help you understand the theoretical and developmental principles on which the curriculum is based and how it is organized.

The twenty ***Conflict Skill Lessons*** introduce students to ten basic conflict resolution skills or concepts. The Skill Lessons also introduce the Conflict Activity Types, described here, which are used throughout the curriculum. Part I consists of lessons one through twelve. These are the "basic lessons." Part II consists of lessons thirteen through twenty. These build on the previous skill lessons and both go into greater depth and introduce more Conflict Activity Types.

The thematic unit ***Diversity and Conflict*** helps students better understand diversity and how to deal with conflict that is rooted in diversity. This is the first of several thematic units that may be included in the final version of this curriculum.

Infusion into the Standard Curriculum describes how to reinforce the skills and concepts introduced in the Skill Lessons by reinforcing them in the context of standard middle school content. The field test version of the curriculum focuses on English/Language Arts and Social Studies. The infusion lessons are based on the Conflict Activity Types introduced in the Skill Lessons.

The Peaceable Classroom Model

This curriculum is based on a model that is used in all Educators for Social Responsibility conflict resolution materials. We call this model the Peaceable Classroom. It is an approach to teaching conflict resolution that has been used for over twenty years at all grade levels and in all types of schools: urban, suburban, and rural.

The Peaceable Classroom is a caring classroom community that emphasizes five themes:

- cooperation
- communication
- affective education
- appreciation for diversity
- conflict resolution

These themes influence every activity in this curriculum. There is a heavy emphasis on cooperatively structured activities, and most of the activities encourage students to learn through discussion with each other and with you—the teacher. Students are also encouraged to relate skills and concepts to their own lives and to talk about feelings (although we try to do this in a way that is comfortable and not intrusive). Similarly, the activities try to model appreciation for diversity, and, not surprisingly, are focused on learning to understand and handle conflict more effectively.

Our experience has shown us that it is not enough to work with students solely on conflict resolution skills. That alone will not deal with some important aspects of conflict. The Peaceable Classroom model reminds us of five important components in learning more effectively to handle conflict more effectively and points out another key aspect of conflict resolution in the middle school, i.e., the need to create classrooms and schools that are caring communities, where nonviolent conflict resolution is a natural and desirable thing.

The Conflict Activity Types*

This curriculum is not solely based on conflict resolution skills, although there is a strong skills component. In our experience working with teachers and students across the country in conflict resolution and violence prevention, we have found that skills work alone is not enough to change how people handle conflict. They must also begin to think about and understand conflict in different ways. To meet this need we have developed an approach to teaching conflict resolution that we call Conflict Activity Types, which combine conflict resolution skills with new ways of thinking about conflict.

In this curriculum guide, each Conflict Skill Lesson introduces and provides practice in a Conflict Activity Type. The Conflict Activity Types used in this curriculum are:

- Identifying Conflict
- Conflict Sort
- Conflict Escalator
- Anger Thermometer/Anger Continuum
- CAPS
- Active Listening
- P.O.V. Glasses
- Demands and ReallyNeeds
- Negotiation
- Mediation/Arbitration

PREPARING TO TEACH THE CURRICULUM

A Three-Minute Guide to Conflict Resolution

In this curriculum we define conflict as a dispute or a disagreement between two or more people. This working definition covers most types of interpersonal conflict—from an argument in the hallway to a war between two nations. Sometimes these disagreements are problems, and they need to be solved. Conflict resolution is solving the problems created by conflict situations.

---

* "Demands and ReallyNeeds" are adapted from Tom Snyder Productions, "Getting to the Heart of It," (Watertown, MA: Tom Snyder Productions, 1994) Computer Software.

Conflict resolution is an umbrella term. It covers everything from sitting down and talking things out, to a sock in the nose, to running away and hiding. So we need to put some parameters around what makes for "good" conflict resolution. By our definition, good conflict resolution has three qualities:

- it is nonviolent;
- it meets the needs of the people involved;
- it improves the relationship of the people involved.

Of course, you don't always get "good" conflict resolution, but this is our aim both for adults and young people.

There are three key concepts that underlie all conflict resolution education:

First, conflict is a normal and natural part of life. It is not going to go away, nor would that be desirable. Without conflict, there is no growth or progress. Without conflict, there is stagnation. The goal of conflict resolution is to use conflict for its constructive and positive aspects, not its destructive ones. In a middle school, this means using conflict as a learning opportunity.

Second, conflict is not a contest. In a contest, only one person is the winner. Everyone else loses. In conflict resolution we aim for what is called the "Win-Win" resolution, where both parties are winners. Winning in a conflict means getting what you want or what you need.

Third, there is no one way that is the right way to handle all conflict situations. Basically, there are six ways to handle conflict, and each of them is appropriate in some situations and inappropriate in others. These six conflict styles are discussed more fully in Skill Lesson 11.

- Directing/Competing—"We're doing it my way and that's that."
- Collaborating—"Let's sit down and work this out."
- Compromising—"Let's both give a little."
- Accommodating—"Whatever you want is fine."
- Avoiding—"Let's skip it."
- Appealing to a Third Party—"Let's get some help."

The key to successful conflict resolution is to know when to use which style. For example, as teachers, there are many times when being directive is the most appropriate and the most efficient way for us to handle conflicts. There are also times when avoiding the conflict completely is the most sensible course. And there are times when we want to collaborate and the other party isn't willing. The trick is to not get stuck in one or two styles and use them inappropriately. Conflict resolution is about expanding our options and increasing our skill—and our students' skills—as peacemakers.

Options for Lessons

The lessons in ***Conflict Resolution in the Middle School*** are designed to be both easy to teach and easy to adapt.

Each lesson contains:

- Overview
- Lesson Activities
- Additional Activities
- Handouts

The Workshop Approach

The lessons were designed with two teaching approaches in mind. You will need to decide which approach you want to use. The first is called the "Workshop Approach" and was developed by the Resolving Conflict Creatively Program, a national conflict resolution and violence prevention program sponsored by Educators for Social Responsibility. The Workshop Approach follows the following agenda:

- A Gathering Activity to bring the class together;
- Reviewing the Agenda;
- The Main Activities;
- An Evaluation and Review of the Key Points in the lesson;
- Closing Activity to end the lesson on a positive note.

The Workshop Approach builds community in the classroom and, once students are used to it, helps them engage with the content in a personal and affective way, which is more likely to lead to behavioral change than a heavily cognitive approach.

Lessons take more time with the workshop approach, however, some of which is spent on what seem to be "non-academic" activities. Also, both teachers and students may need to get used to the kind of personal sharing that the Workshop Approach uses.

The Standard Lesson Approach

The other option is the Standard Lesson approach, which uses this agenda:

- Reviewing the Agenda;
- The Main Activities;
- An Evaluation and Review of the Key Points in the lesson.

The Standard Lesson approach gives more time for the lesson content because the Gathering and Closing activities are eliminated. However, by sacrificing the community building activities used in Gathering and Closing, the discussion may not be as rich and the behavioral change may be less.

We would urge you to at least try the Workshop Approach. It reflects our belief that conflict resolution is best taught in the context of a caring community. The Gathering and Closing Activities are thoroughly classroom tested. Students enjoy them, and we think you will, too.

Choosing the Appropriate Level

All of the activities and materials in this guide are labeled as Level A, Level B, Level C, or some combination of levels, such as Level A/B/C. Level A corresponds roughly to sixth grade, Level B to seventh grade, and Level C to eighth grade. The conflicts that most interest sixth graders are different from the conflicts that most interest eighth graders. These designations reflect the relative sophistication and interest level of the activity or material. However, you should feel free to choose the level you feel will be most appropriate for your students.

Adapting Lessons

The lessons in *Conflict Resolution in the Middle School* can be implemented as presented or adapted to meet particular needs you identify. There are three main ways that pilot test teachers adapted the lessons: timing, role-plays and case studies, and journals.

Timing

Each lesson takes approximately 40-45 minutes. You may choose to give more time to each lesson by allowing discussions to go on or by including some of the additional activities.

Role-plays and Case Studies

The role-plays and case studies in the curriculum are all based on suggestions made to us by middle school students. Their purpose is to give students a chance to apply new skills and understandings to realistic situations. Because of their structured and controlled nature, they challenge students without overwhelming them and are the perfect intermediary step between introducing a new skill or concept and applying it to actual conflict situations.

However, the role-plays and case studies that will mean the most to your students are the ones they develop themselves. Once they have some practice doing role-plays, have students develop their own to supplement or substitute for the ones included in the curriculum. For a more complete guide to running and processing role-plays see Appendix C.

Journals

Another way to help students apply new skills and understandings to real life situations is to have them keep Conflict Journals, as introduced in the Additional Activities section of Skill Lesson 1. Conflict Journals help students observe conflict carefully and analyze different aspects of conflict. This in turn helps them learn to resolve conflict more effectively. In the additional activities section of each lesson, you will find suggestions for journal keeping activities. The Conflict Journals can be a notebook or folder. You should have students pass in their journals for you to read and comment upon. But don't grade or correct the journals. The focus should be on what students are learning about conflict.

You need not have students do all the journal activities, but for journal keeping to be successful you will need to vary the assignments, collect and read the journals at least once a week, and, most importantly, have students use their journal entries during class discussions and activities. It is not at all uncommon for students to begin journal keeping with enthusiasm and then lose interest after a few weeks. You can have them take a break from journal keeping and come back to it, or simply end it when student interest wanes. Conflict Journals *will* take extra work on everyone's part, but we think you will find that they are an extraordinarily powerful learning tool.

Mini-Lectures

Throughout the curriculum you will present students with vital information in mini-lectures. Mini-lectures serve as either introductions to or summaries of some kind of experiential activity. They are designed to be quick and often have accompanying visuals or handouts.

Mini-lectures are indicated throughout the curriculum by a dialogue balloon.

Brainstorming

A great way to help students think creatively, come up with many solutions to a problem, or generate ideas quickly is through brainstorming. Be sure to adhere to the following rules when brainstorming:

- Accept and record all ideas without criticism or comment. Evaluation comes later.
- Encourage students to say whatever comes to mind, no matter how silly or outrageous it may seem at first.
- Push for quantity, not quality.
- Establish a time limit before beginning.

Microlabs

Students can learn about themselves and others through sharing their thoughts and experiences in microlabs. In small groups of three or four, students respond to a series of questions. They each take turns speaking, while the other members of the group focus their attention on listening, but do not respond. A pre-determined time limit should be specified for each student to share. In order for everyone to get an opportunity to speak, it is important that all groups be the same size. For suggestions on dividing students into groups for microlabs, see "Group Formation."

When introducing a microlab, discuss the importance of confidentiality. Remind students that everything that is shared during a microlab should not be repeated outside of the classroom.

Group Formation

Much of this curriculum calls for students to be broken into small, cooperative working groups. Here are a few ways to break up students randomly. There are countless other ways to make this task both fun and effective.

- Have students count off. To make nine groups of three in a class of twenty-seven, have students count off from one to nine three times. Then have all the ones, twos, threes, fours, (and so on) come together as a group.
- Cut up pictures or create puzzle pieces on index cards. Students then mill around the room looking for others who complete their puzzle.
- Playing cards are useful for making groups of four. For example, if you have 24 students, you would seperate out six suits from the deck for students to draw from. Then have those students holding the same suit come together as a group.

Web Charts

Web Charts are an effective way to explore an idea by brainstorming in a way that links related ideas. You'll also benefit from learning more about the prior beliefs and associations your students are bringing to a given concept.

To make a web, circle a core word on the board. Ask students for the first words or phrases that come to mind. Write their contributions on the board, connecting them with lines to the core word or related words. Continue this process until you've fleshed out and recorded all of the student's ideas. See Conflict Skill Lessons 2 and 13 for further discussion on using webs.

Other Decisions To Be Made

The basic decision to be made for this curriculum is: "Who's teaching what, and when are they teaching it?"

Specifically, since the Conflict Skill Lessons need to be taught first so that students will be introduced to the Conflict Activity Types, the first decisions are about these lessons.

- Who will have responsibility for teaching the Skill Lessons?
- One person? A team?
- When will they be taught? How many times a week?
- What level of Skill Lesson do you work on?
- Which Additional Activities will be used for each lesson?
- Will we teach all the Skill Lessons in order or break between Parts I and II?
- When do we want to teach the Conflict and Diversity lessons?

- How would we answer these questions apropos of Conflict and Diversity activities?

Since Infusion Lessons are less structured, they carry their own set of decisions.

- How will we begin to infuse the Activity Types into our content?
- What will Infusion Lessons include?
- Who's responsible for planning? Teaching?
- Where do we start? How do we continue?

KEEPING NOTES AND GIVING FEEDBACK

Conflict Resolution in the Middle School continues to develop. During the 1994-1995 school year, we will be conducting a national field test of the curriculum. You can play an important role in this. Any experience you have teaching *Conflict Resolution in the Middle School*—good or bad—is useful for us to hear about. If you are interested in participating in the national field test and would like to learn more, please return the attached "National Field Test Invitation" (found in the back of the book) by September 1st, 1994. All participants in the field test will be credited in the final version of the curriculum, as well as receive a free copy. We will contact you with further details in mid-September. Good luck with your teaching, and let us hear from you!

Part One: Conflict Skill Lessons

1

Getting Started

Lesson in Brief Students are introduced to the conflict unit and establish guidelines for working together.

Notes This lesson "sets the stage" for the lessons that follow. Students are introduced to the topic of conflict resolution as they discuss some of the key issues in the unit using an Opinion Continuum. By establishing and discussing guidelines for working together, they are also beginning to put into practice the themes of caring, respect, and community. Finally, the activities raise questions and motivate students to learn more about conflict resolution.

Objectives Students will be able to:

- define "conflict";
- identify reasons for learning more about conflict and conflict resolution.

Activity Type Identifying Conflict, Opinion Continuum

Vocabulary *Conflict*—A dispute or disagreement between two or more people.

Conflict Resolution—Solving the problems created by conflict situations.

Put Downs—Disrespectful statements or actions that hurt, insult, or mock another person.

Lesson Sequence

- Gathering (Optional)
- Agenda and Vocabulary Review
- Define Conflict and Introduce Unit
- Establish Group Guidelines
- The Opinion Continuum
- Any Additional Activities You May Choose
- Evaluation/Review of Key Points
- Closing (Optional)

Time Needed One class period (minimum 40 minutes), depending on the additional activities you choose.

GATHERING (OPTIONAL)

Level: A/B/C
(5 minutes)

If you do desire, choose a Gathering Activity from Appendix A.

AGENDA AND VOCABULARY REVIEW

Level: A/B/C
(3 minutes)

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson you think will be unfamiliar to your students.

DEFINE CONFLICT AND INTRODUCE UNIT

Level: A/B/C
(5 minutes)

1. Define "conflict" as a dispute or disagreement between two or more people. Ask students for examples.
2. Give the students an overview of the unit:

   For the next few weeks we will be learning more about conflict both in your own lives and in the world. We'll also learn about how to resolve conflicts. Everyone knows some ways of handling conflict, but often we—both young people and grown-ups—get "stuck" handling conflict in ways that aren't effective. Some people always avoid conflict, others always deal with conflict aggressively. In this unit we'll look at three aspects of conflict. Our first few lessons will be about understanding how conflicts start and get worse. The second set of lessons will focus on the skills needed to handle conflicts more effectively. In the third set of lessons we will examine how to use different conflict resolution styles.

3. If you will be continuing with the advanced skill lessons and special units, continue the overview:

   After we have the basics down, we'll go into more depth with conflict and conflict resolution skills. We'll also look at how things like diversity, power, peer pressure, and violence are related to conflict.

ESTABLISH GROUP GUIDELINES

Level: A/B/C
(10 minutes)

1. If you have not already done so, establish guidelines with the class for their discussions. Explain the need to have clear guidelines for our work together. Talking about conflict can be personal, so no one will be asked to share anything they don't want to share. Also, part of resolving conflict non-violently, without fighting, is treating other people with respect. As a group, we need to be aware of how we treat each other.
2. Introduce the following guidelines for speaking and listening in class:
   - Talk one at a time.
   - Don't interrupt someone who is speaking.
   - Be respectful of other people's opinions. Don't laugh at or put down other people or their contributions.

- Respect the privacy of others. Don't gossip about what others say.
- Try to stay with the topic.
- In small group work, try to stay on task and share the work.
- Say "I" when you speak of yourself.
- When you disagree with someone, state your opinion without attacking the other person.

Discuss each of these guidelines, one at a time. Clarify the meaning of each guideline, and ask students why it would be useful for class discussions.

3. Once a list of guidelines is established, ask the class if they agree to abide by these guidelines.

Level: A/B/C
(15 minutes)

THE OPINION CONTINUUM

Materials. Either on the board or using tape on the floor, mark a continuum that goes from 1 to 10.

1. Explain that the class will be participating in an Opinion Continuum. You will read a series of statements and the students will place themselves on the Opinion Continuum based on the extent to which they agree or disagree with the statement (10=agree strongly, 1=disagree strongly, and 5=neutral, don't feel strongly one way or the other).
2. Explain that conflict is a part of life that many people—adults and young people—have mixed feelings about and a range of experience with—both good and bad. The statements you will be giving the class are common things people say about conflict. The students should give their own opinion—there are no right or wrong responses to the statements.
3. After you read one of the statements that follow and students have positioned themselves on the continuum, ask one of the students, "What are some reasons you choose that point on the continuum?" After the student has given an explanation, have him or her ask another student the same question. Continue until several students have given the reason for their choices before going on to another statement.

Statements:

- Conflicts destroy relationships.
- In every conflict there's a winner and a loser.
- It's okay to tease people about how they look or act if you're just joking around.
- Conflict should be avoided at all costs.
- If you lose in a conflict, it's the same as losing face.

- It's important to stand up for what you believe in even if other people don't agree with you.
- It's important to stand up for what you believe in even if other people may try to harm you for doing so.
- If someone hits you, it's best to hit back.
- If you are in a conflict, it helps if you keep your feelings to yourself.
- People learn to be prejudiced against people who are different, they are not born prejudiced.

Discussion

- What conclusions would you draw from this activity?
- Did anything happen that surprised you?
- Which statement did you find most challenging?

Level: A/B/C
(5 minutes)

EVALUATION/REVIEW OF KEY POINTS

1. Evaluation: Go around the room and ask students to say one word that describes how they felt about the class today.
2. Review and summarize the key points of the lesson:
    - Conflict is a disagreement or dispute between two or more people.
    - Conflict is a natural part of life; everyone experiences conflict.
    - People have many feelings, opinions, and questions about conflict.

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(10 minutes)

Something I'd Like To Learn About Conflict Resolution

Materials. Newsprint

Ask students to think of something they'd particularly like to learn about conflict or conflict resolution. It can be in the form of a statement or a question. After a few minutes, have the class brainstorm a list of conflict resolution questions. Write these on newsprint. When the list is finished, post it and say that these are some of the questions that will be answered or that we will try to answer during the conflict resolution unit.

NOTES

Getting Started
Conflict Skill Lesson 1

2

What is Conflict?

Lesson in Brief Students broaden their personal definitions of conflict as they explore various dimensions of conflict.

Notes For many students "conflict" equals "fighting," i.e., physical fighting. While fighting is certainly an aspect of conflict, conflict is much more than that. All too often, as a result of this narrow definition, many students do not even recognize that they are in a conflict until it becomes a fight. If young people are to learn to control their behavior in conflicts and prevent violence, they need a fuller understanding of conflict. The activities in this lesson help students broaden their definitions of conflict by beginning with and then building on what they already know.

Objectives Students will be able to:

- define "conflict";
- identify several aspects of conflict that are not physical fighting.

Activity Type Identifying Conflict

Vocabulary *Conflict*—A dispute or disagreement between two or more people.

Conflict Resolution—Solving the problems created by conflict situations.

Lesson Sequence

- Gathering (Optional)
- Agenda and Vocabulary Review
- A Conflict I Saw...
- Web Charts
- Any Additional Activities You May Choose
- Evaluation/Review of Key Points
- Closing (Optional)

Time Needed One class period (minimum 40 minutes), depending on the additional activities you choose.

Handouts *Additional Activity: Keep a Conflict Journal*

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(2 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson with which you think they may need help.

Level: A/B/C
(10 minutes)

A CONFLICT I SAW...

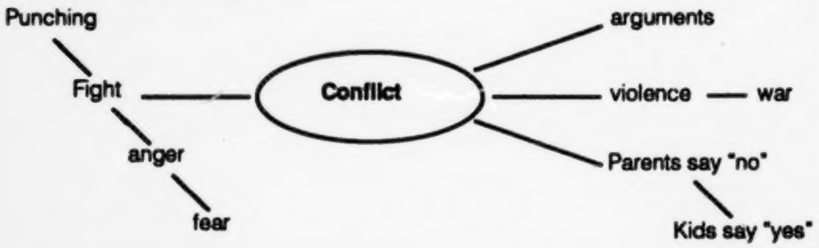
1. Have students work with a partner. Each partner takes two minutes to describe a conflict he or she saw. It can be a conflict at school, in the neighborhood, between adults, or between young people.
2. When both partners have finished, they should take a minute or two to list some of the key aspects of conflict based on their stories. Students will use these lists for the next activity.

WEB CHARTS

NOTE: If students are unfamiliar with Web Charts, explain that they are a way of brainstorming that links related ideas.

Level: A/B/C
(15 minutes)

1. Write the word "conflict" on the board and ask students what comes to mind when they hear the word. Use their contributions to create a web chart. For example:



2. Continue the brainstorm as long as energy is high. When contributions begin to slow down, ask if there are any last additions, then discuss.

Discussion

- Do you notice anything about the items in this web chart? (Chances are there won't be many positive things about conflict.)
- What does this tell you about conflict?
- Looking at this chart, what feelings go with conflict?
- Looking at this chart, what feelings do we have about conflict?
- Are there any positive things at all about conflict?

Level: A/B/C
(20 minutes)

1. Divide students into working groups of three or four. Have each group create two web charts, one of negative things about conflict, and another of positive things about conflict. If your students don't know how to make a web chart, they can brainstorm lists.
2. Begin the discussion of the webs by having each group share one item from their negative web. Each group should share something different. As they share, record their contributions on a large web chart on the board. When every group has contributed, go around the room once more and have each group share something else from their chart. Continue to record the contributions. Finally, open it up to anyone to add some final additions to the web chart. Repeat this process with the positive web chart, recording on a new chart. When you are finished there will be a negative and positive chart in view. The pace of this sharing should be very fast.

Discussion

- Looking at both of these web charts, what conclusions can you draw about conflict?
- What kinds of feelings do we have about conflict?
- Which chart was easier/more difficult?
- Why do we tend to think of negative things when we think about conflict?
- Where do we learn such negative ideas about conflict?
- Can you think of an example of a conflict that had a positive result?

3. Conclude with a mini-lecture.

It can be hard to think of positive things about conflict. Most of our lives we learn that conflict is negative and bad. And in fact, conflict can be very negative. This is Destructive Conflict. But conflict also has the potential to be used in a constructive way. That's one reason we'll be studying conflict and conflict resolution—to identify how to use conflict in a constructive way. The important things to learn from this activity are that conflict is a normal part of life—everyone of every age has conflicts—and that it can be dealt with in ways that are constructive, not destructive.

Level: A/B/C
(5 minutes)

EVALUATION/REVIEW OF KEY POINTS

1. Evaluation: Based on today's discussion, have volunteers say one potential benefit of studying conflict and conflict resolution.
2. Review and summarize the key concepts of the lesson:
   - Conflict is a disagreement or dispute between two or more people.
   - Conflict is a natural part of life; everyone experiences conflict.
   - There are many negative things about conflict, but there are positive things as well.

Level: A/B/C
(3 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(Time will vary)

Conflict Journals

Handouts. *Keep a Conflict Journal*

Materials. Notebooks or loose pages for Conflict Folders

Throughout this unit it is helpful to have students keep Conflict Journals in which they record both conflicts they see or are involved in. These journals are not to be graded. Keeping a journal will help students become aware of the range of possible conflicts and become better observers of conflict. Journals are also a rich source of the "raw material" for many of the discussions in the conflict skill lessons. Conflicts from student journals can be reworked to substitute for many of the role-plays and case studies in this unit.

In the "Additional Activities" section of each conflict skill lesson, there are suggestions for journals. Have students keep their Conflict Journals in spiral bound notebooks or Conflict Folders by using loose pages of notebook paper kept in a folder. The *Keep A Conflict Journal* handout explains what information students should record in the journal and suggests that they *not* keep records of very personal conflicts, such as conflicts between parents. You will need to use your judgement on this. Do communicate to students that you will not be grading the journals, although you may comment in them, and that no one else will see the journal without the student's permission.

STUDENT HANDOUT

KEEP A CONFLICT JOURNAL

As we study conflict you will need to keep a conflict journal. This will be a record of conflicts you see, hear about, or are involved in. You will need a spiral notebook or loose notebook pages and binder to create a Conflict Folder.

For each conflict:

- Record a brief description of the conflict.
- List who's involved.
- Describe what the conflict is about.
- How did it start?
- How did it escalate or get worse?
- How does each person feel about it?
- What does each person want or need?
- If it has ended, how did it end?
- What type of conflict would you call this?
- Do you think it could have ended differently? If so, how?
- Finally, give your conflict a title.

We may use some of the conflicts in your journal for role-plays and case studies. The journal is a place for you to think about and practice some of the skills and ideas we study.

These journals will not be graded, although I will read them and may make comments in them. You will not be asked to share anything from your journal that you do not want to share. You might want to *not* record conflicts that are too personal to share, such as conflicts between your parents. If you want, feel free to change the names of the people involved.

NOTES

What is Conflict?
Conflict Skill Lesson 2

3

Conflict Escalates

Lesson in Brief Students are introduced to the "Conflict Escalator" to help them understand how conflicts begin and escalate.

Notes When conflicts get worse we say they escalate. Escalation means that the positions of the disputants is more polarized, with more anger and bad feeling. All conflicts escalate in a step-by-step manner. To many students, however, conflict feels more like an express elevator. Once it starts, it goes immediately to the top. In fact, many students don't even recognize that they are in a conflict until it's near the top of the escalator. And unfortunately, the higher the conflict has escalated, the more difficult it is to de-escalate and resolve. The Conflict Escalator introduced in this lesson helps students think about how conflicts begin and what contributes to their escalation. This is an essential part of their learning to control their behavior in conflict situations.

Objectives Students will be able to:

- plot a conflict on the conflict escalator;
- describe how feelings escalate during conflicts.

Activity Type Conflict Escalator

Vocabulary *Escalation*—The process by which a conflict gets worse.

Lesson Sequence

- Gathering (Optional)
- Agenda and Vocabulary Review
- Introduce (or Review) the Conflict Escalator
- Practice Using the Escalator
- Any Additional Activities You May Choose
- Evaluation/Review of Key Points
- Closing (Optional)

Time Needed One class period (minimum 40 minutes), depending on the additional activities you choose.

Handouts *Going Up the Conflict Escalator; Conflict Escalator Skits (Level A—Missing the Mall, Level B—Three Dollar Dispute, Level C—The Big Betrayal); Conflict Escalator Case Studies (Level A—Hazard in the Hallway, Level B—Tape Player Trouble, Level C—Green-Eyed and Grouchy)*

NOTE: This is a key concept in this curriculum, so allow students plenty of time to practice using the escalator.

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(3 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson you think will be unfamiliar to your students.

Level: A/B/C
(15 minutes)

INTRODUCE (OR REVIEW) THE CONFLICT ESCALATOR

Handouts. *Conflict Escalator Skits* (Level A, B, or C); *Going Up the Conflict Escalator*

NOTE: If this is a review for students, acknowledge at the beginning that they may have been introduced to this concept previously. Explain that this lesson will delve into the concept in more depth.

1. Introduce the term "escalate," relating it to "escalator." Explain that when a conflict gets worse, we say that it escalates. Distribute the *Going Up the Conflict Escalator* handout. Draw an escalator on the board as follows:

As you draw the escalator, explain that each step on the escalator is a behavior on the part of the people in the conflict that makes the conflict worse.

2. Have volunteers act out or read the appropriate escalator skit (see student handouts for skits). Then ask the class to identify the first step on the escalator, the second step, and so on. Write each step on the escalator you drew on the board. Continue until you reach the top of the escalator.
3. Review each step on the escalator and ask the class: What do you think the person was feeling at this step on the escalator? Write their responses underneath the step. There may be more than one feeling for a particular step. Emphasize that it is not just behavior that escalates during a conflict. Feelings also escalate. In fact, you could say feelings are the energy source that pushes the conflict escalator up.
4. Circle the top step and present the following mini-lecture:

The higher you go on the escalator the harder it is to come down. The top of any conflict escalator is where the people in the conflict get into trouble, or walk away in a huff, or say they'll never speak to each other again, or get violent. In an international conflict, the top of the escalator is where wars happen. You can get down from the top of the escalator, but it's hard. Try not to go to the top of the escalator!

Discussion

- When you're in a conflict, how do feelings affect the way you behave?
- What feelings most often come up for you in conflicts?
- How do feelings escalate as the conflict escalates?
- What examples have you seen of conflicts escalating?

Level: A/B/C
(20 minutes)

PRACTICE USING THE CONFLICT ESCALATOR

Handouts. *Conflict Escalator Case Studies* (A, B, or C)

1. Divide students into pairs. Distribute the appropriate ***Conflict Escalator Case Study*** to each pair. Have them read the case study and plot it on the conflict escalator, placing conflict escalating behaviors on the top of each step and feelings underneath each step.

NOTE: These case studies are designed to fit very neatly onto the conflict escalators. A student may notice this and protest that it is unrealistic. Acknowledge the validity of this, but explain that these case studies are to help them practice the conflict escalator and get a feel for how conflicts escalate. They will be doing other, more "realistic" case studies later.

Discussion

- Describe how you plotted your conflict on the escalator.
- What happens to behavior the higher you go on the escalator?
- What happens to your feelings as the conflict escalates?
- How did you and your partner handle any conflicts as you did the activity?

Level: A/B/C
(3 minutes)

EVALUATION/REVIEW OF KEY POINTS

1. Evaluation: Have volunteers say one thing they think they will remember from this lesson.
2. Review and summarize the key concepts of the lesson:
   - When conflicts get worse we say that they escalate.
   - Each behavior in the conflict is a step on the escalator.
   - As conflicts escalate, so do the feelings in the conflict escalate.

Level: A/B/C
(3 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(Time will vary)

Conflict Journal Activities

As students continue to record conflicts in their conflict journals, ask them to choose one to plot on a conflict escalator. They should follow the guidelines on the *Going Up the Conflict Escalator* handout, plotting the behaviors in the conflict that contributed to the escalation. They should also note the feelings for each step on the escalator.

Level: A/B/C
(30-40 minutes)

Conflict Dialogues*

1. Have students think of a conflict. It may be a conflict they were involved in or one they observed. It can be from school, home, the neighborhood, or wherever. It should, however, be a conflict students will feel comfortable talking about with other students.
2. Have each student work with a partner. If there is an extra student, form a group of three. Each student then briefly describes his or her conflict to the other. Allow about two and a half minutes for each student. When they have finished sharing their stories, they should choose one of the conflicts to work on.
3. Have students use the conflict they have chosen as the basis for a short dialogue they will write. They need not stick to what really happened. They may condense the action or exaggerate it. The dialogue is like a short play or video clip, a back and forth exchange that will show how the conflict started and how it escalated or got worse. For example:

   Daughter: Hi, Mom. I'm home.

   Mom: Where have you been? I thought I told you to be home for supper.

   Daughter: I tried, but the game took a really long time.

   Mom: I don't care if it took all night! You were supposed to be home by 6:30!

   And so on......

   Explain to students that they should not show how the conflict was resolved. Right now they are concentrating on how conflicts begin and how they escalate.
4. When students have finished, have each pair join with another and read their dialogues for the other pair. Before they read, they should offer a line or two of background explaining who is involved and where they are. The students who are not reading are observers and will watch and listen for

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* Adapted, with permission, from Richard Cohen, School Mediation Associates.

how the conflict started and how it escalated. Students should not try to solve the conflict.

5. When the first pair finishes reading, all four identify the escalating behaviors they observed in the conflict. Then the second pair explains who is involved in their conflict and where the conflict takes place. Following the same procedures for sharing as identified above, this pair will then read their dialogue and identify escalating behaviors.

Discussion

- What things did you notice about how this conflict started? What got it going?
- What behaviors or statements contributed to its escalation? What did the characters do that made the conflict worse?
- What did the characters *not* do that made the conflict worse? What behaviors might have prevented the escalation?
- What happened to the characters feelings during the conflict? How did this affect their behavior in the conflict?

STUDENT HANDOUT

GOING UP THE CONFLICT ESCALATOR

- Every behavior in the conflict is either a step up or a step down the conflict escalator.
- Behavior that makes the conflict worse will take it another step up the escalator.
- Every step up the conflict escalator has feelings that go with it. As the conflict escalates, so do the feelings.
- The higher you go on the escalator, the harder it is to come down.

Conflict Skill Lesson 3
Conflict Escalates

Level: A

STUDENT HANDOUT

MISSING THE MALL

Characters: Student 1 and Student 2, who have been planning to go to the mall together.

Scene: The sidewalk outside of Student 2's house.

Student 1: Hi! Are you ready to go?

Student 2: I'm not sure I want to go.

Student 1: What do you mean? We've been planning this. You said you wanted to go.

Student 2: Only because you pressured me. You never want to do anything different.

Student 1: You always back out of things. You can't be trusted.

Student 2: You never want to do anything new—or anything I want to do.

Student 1: I'm going without you.

Student 2: Fine!

STUDENT HANDOUT

THREE DOLLAR DISPUTE

Characters: Student 1 who lent Student 2 three dollars last week.

Scene: The hallway in school.

Student 1: Remember the three dollars I lent you? I need it back.

Student 2: Okay. I'll get it for you.

Student 1: I need it now.

Student 2: I don't have it now.

Student 1: You owe me. Give it to me.

Student 2: You didn't tell me you needed it today. I don't have it.

Student 1: You hoped I'd forget about it. You weren't ever going to pay me.

Student 2: Are you calling me a thief?

Student 1: You just better get me the money by the end of the day!

Student 2: Or what?

Student 1: Or meet me after school!

STUDENT HANDOUT

THE BIG BETRAYAL

Characters: Girl 1 and Girl 2 who have been close friends.

Scene: Girl 1 confronts Girl 2 in the hallway.

Girl 1: (Very sarcastically) Thanks a lot!

Girl 2: What did I do?

Girl 1: I can't believe you told everyone about me and Ronnie breaking up. It was secret!

Girl 2: I didn't tell anyone.

Girl 1: That is so typical of you. First you betray me, then you deny it.

Girl 2: Don't blame me because you can't keep a boyfriend. I didn't tell anyone.

Girl 1: You are such a liar!

Girl 2: Oh, right! Like I'm a liar compared to you. No wonder you lost Ronnie. Get out of my way, I'm going to class.

Girl 1: I'm going to get you later...

Girl 2: Oh, I'm like so scared!

STUDENT HANDOUT

HAZARDS IN THE HALLWAY

Edward was running down the hall in a hurry to get to his class. He bumped into Marcus who was standing by his locker and knocked the books out of his hand.

"I'm sorry," he said.

"Why don't you watch where you're going?" said Marcus.

"I said I was sorry," said Edward. "It was an accident."

"If you're so clumsy, you ought to have a nurse to hold your hand."

Marcus bent over to pick up his books. Edward said, "Oh yeah, like I'm clumsy compared to you. You can't even hold on to your books."

"Everyone knows you're a walking disaster area," Marcus said.

Edward knocked the books out of Marcus' hands and walked into his classroom.

STUDENT HANDOUT

TAPE PLAYER TROUBLE

Sharone lent Rachel her portable tape player. Rachel tried three different tapes in it and it chewed up each of them. The next day at school Rachel confronted Sharone.

"Your tape player ruined three of my tapes. You owe me for those tapes," she said.

"What do you mean it ruined your tapes. It never ruined mine. What did you do to it?" Sharone asked.

"I just tried to play my tapes. That tape player is cheap like all the stuff you have. It ruined my favorite tapes."

"I can't believe this. I lent you my tape player because yours was broken and now you're mad at me? I did you a favor!"

"Some favor. Here's your piece of junk," Rachel said, throwing the tape player on Sharone's desk. The tape player fell off the desk and landed on the floor. The cover broke.

"Look what you did. You're going to buy me a new tape player!" Sharone yelled.

"No I'm not! You're going to buy me new tapes!" Rachel yelled back.

STUDENT HANDOUT

GREEN-EYED AND GROUCHY

James and Darnell have been friends for years, but recently they haven't seen much of each other since Darnell started going with Kindra. James missed hanging out with his friend. He didn't like Kindra that much, but thought that since she and Darnell were definitely a couple, he might as well be friendly towards her. He started going out of his way to be nice to her, talking to her between class.

One day Darnell confronted him in the hallway. "Don't think I don't know what you're doing," he said angrily.

"What do you mean?" James asked.

"Don't act all innocent with me. I've got eyes. Everyone knows you're coming on to Kindra."

"I was just being friendly," James protested.

"Yeah, sure. You're trying to steal her away. You're just jealous because she's my girlfriend."

"Jealous! You're the one acting like a jealous fool. You're a green-eyed monster. You see things that aren't even there!"

"Man, I thought you were my friend. You've always been jealous of me."

James couldn't stand the superior look Darnell had on his face when he said that. "Jealous of you. There's nothing to be jealous of. You've got nothing I want."

"Well, you'd better stay away from Kindra or you'll be sorry," Darnell warned.

"Like I'm scared of you," James said and walked away.

STUDENT HANDOUT

STREET SCENE

Andy and Clare were walking out of school when they spotted a crowd of kids gathering across the street.

"Let's see what's happening," said Clare and the two of them hurried over. At the center of the group were two boys shouting at each other. Different kids in the group were yelling encouragement to each of the boys.

"He's lying, Leroy. He's telling everyone lies about you," said one bystander.

"They're not lies, Jamal," countered another. "You're just telling the truth about that boy Leroy."

By this time Jamal and Leroy were circling around each other.

"Show him what you can do!" shouted another.

Leroy lunged at Jamal, who grabbed Leroy and tried to wrestle him to the ground. The fight was on!

"Fight! Fight!" shouted the crowd. More and more kids joined the group.

"Come on," said Andy to Clare. "Let's get out of here."

"No, I want to see what happens," said Clare.

The crowd pushed in closer to the two boys, all the while shouting encouragement to both of them. Suddenly someone said, "He's got a knife!"

"Let's go!" Andy insisted.

"No!" said Clare. "I want to see."

NOTES

Conflict Escalates
Conflict Skill Lesson 3

4

What Makes Conflict Escalate?

Lesson in Brief	Students review the Conflict Escalator and identify those behaviors that contribute to conflict escalating.
Notes	Conflicts escalate or de-escalate because of the behavior of the people involved. Some behaviors, like name-calling, are almost guaranteed to escalate a conflict. Others are more subtle. For young people, learning which behaviors are likely to escalate conflicts is an important step in learning to control their behavior in conflict. A point to emphasize during discussions in this lesson is that we want to avoid escalating conflict—the more a conflict escalates the more difficult it is to de-escalate. This is not the same as avoiding conflict. Conflict is a fact of life and should be dealt with, but in a way that doesn't lead to escalation.
Objectives	Students will be able to: • identify behaviors that contribute to a conflict escalating; • describe how feelings escalate during conflicts.
Activity Type	Conflict Escalator
Vocabulary	*Escalation*—The process by which a conflict gets worse.
Lesson Sequence	• Gathering (Optional) • Agenda and Vocabulary Review • Identify Escalating Behavior • Any Additional Activities You May Choose • Evaluation/Review of Key Points • Closing (Optional)
Time Needed	One class period (minimum 40 minutes), depending on the additional activities you choose.
Handouts	*Some Conflict Escalators, Going Up the Conflict Escalator Sort Cards*
Materials	Paper signs for Conflict Escalators

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(3 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson you think will be unfamiliar to your students.

Level: A/B/C
(20 minutes)

IDENTIFYING ESCALATING BEHAVIOR

1. Have students work in pairs and take two minutes to answer the question: When you are in a conflict, what sends you up the escalator?

   Have the class brainstorm a list of "Conflict Escalating Behaviors." Record these on chart paper or poster board to keep for later discussions.

2. Organize students into microlab groups. Have each student in the group take two minutes to comment on the following:

   - What conflict escalators do you hear most often at school? At home?
   - Which escalating behaviors really anger you?
   - Which escalating behaviors can you shrug off?
   - Why do some really bother you while others don't?

   Discussion

   - What did you learn about conflict escalators in this activity?

Level: A/B/C
(10 minutes)

CLASSIFYING CONFLICT ESCALATING STATEMENTS

Handouts. *Some Conflict Escalators, Going Up the Conflict Escalator Sort Cards*

NOTE: For an alternate way to do this activity see "Additional Activities."

1. Have students remain in their microlab groups. Distribute the *Some Conflict Escalators* handout and ask students to compare the handout with the list they generated.

2. Give each student one of the *Conflict Escalator Sort Cards.* Explain that each card has a statement that represents *at least* one of the behavior types described on the handout. Some contain more than one escalator, and some can fit in more than one category. In their microlab groups have students discuss each statement and classify it in one or more of the conflict escalator categories.

Discussion

- How did you classify your statements?
- When you heard some of these statements, what kinds of feelings did you have?
- What statements did your group disagree about? How did you handle that disagreement?
- Have you ever said a statement like one of these? What happened when you did?

Level: A/B/C
(5 minutes)

EVALUATION/REVIEW OF KEY POINTS

1. Evaluation: Ask students to think about one thing they liked about today's lesson and one thing they would have liked to be better. Ask a few volunteers to share.
2. Review and summarize the key points of this lesson:
   - When conflict escalates it gets worse.
   - Both behavior and feelings escalate.
   - There are specific behaviors that are likely to cause conflicts to escalate.

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(Time will vary)

Conflict Journal Activities

Using a conflict they've already recorded, have students plot it on an escalator and identify the specific types of conflict escalators that were present. What was the effect of these escalators?

Also, have students look for specific escalating behaviors and statements and record them in their journals. How do people respond to the escalators?

Level: A/B/C
(20 minutes)

Classifying Conflict Escalators

Handouts. *Some Conflict Escalators, Going Up the Conflict Escalator Sort Cards*

Materials. One paper sign for each of the Conflict Escalators

> **NOTE:** This is a more physically active version of the activity in the lesson. It takes more time than the one in the lesson.

1. Distribute the *Some Conflict Escalators* handout and ask students to compare the handout with the list they generated. Post the Conflict Escalator signs around the room.
2. Give each student one of the *Conflict Escalator Sort Cards*. Explain that each card has a statement that represents *at least* one of the behavior types described on the handout. Some contain more than one escalator and some can fit in more than one category. Have students think about their statements and how they would classify them in one or more of the conflict escalator's categories.
3. Once students have decided how they would classify their statement, have students stand and move to the appropriate sign. Once everyone has moved, ask each student to read his or her statement and explain why he or she chose that category.

Discussion

- How did you classify your statements?
- Why did you choose that category?
- What other categories might it have fit in?
- What feelings do these statements bring up?
- Have you ever said a statement like one of these? What happened when you did?

Level: B/C
(15 minutes)

Baggage on the Conflict Escalator

Nobody gets onto the conflict escalator empty handed. We all carry a suitcase or baggage with us. This baggage influences how far and how quickly the conflict will escalate. Some of the things that go into our baggage are:

- past relationship with the person;
- current feelings about the person;
- past experiences with conflict;
- current feelings about conflict;
- feelings about self;
- mood that day;
- and more.

Introduce the concept of baggage to students and discuss how it can influence what happens in a conflict. One way to do this is through a microlab. Have students address the statement: "A time I carried a lot of baggage onto the conflict escalator and how it affected the conflict." Another way to discuss this concept is to refer students to the case studies in Skill Lesson 3. What baggage is referred to in the case studies? Is there baggage that is implied or that might be inferred from the text?

STUDENT HANDOUT

SOME CONFLICT ESCALATORS

When we asked middle school students across the country what sent *them* up the conflict escalator, here are five behaviors that came up again and again:

Bulldozing

Trying to "run-over" and intimidate the other person by accusing, shouting, name-calling, swearing, threatening, taunting, and other kinds of aggressive behavior.

Conflict Archeology

Bringing up past failures or wrongdoing that is not about the current conflict. This keeps people from focusing on the problem at hand.

Global Statements

Using general words like "always," "never," and "every time" instead of being specific. Global statements usually start with the word "you."

Counter Attack

Attacking the other person's personality instead of trying to solve the problem. Might also be thinking of own complaints to throw back instead of listening to the other person's point of view.

Above It All

Acting like they're above all this. They don't listen or try to solve the problem. It would be beneath them to deal with this petty little problem.

STUDENT HANDOUT

GOING UP THE ESCALATOR SORT CARDS

You are always late. I don't know why I even bother planning things with you. You can't be depended upon.

Remember the time you borrowed my basketball and put a hole in it? And when you cracked my C.D. that I just bought? This is just like...

If you weren't so selfish this never would have happened. You never think of anyone but yourself.

You are such a jerk. No wonder no one wants to be friends with you.

I can't believe you're this upset by this. It's such a little thing.

I don't know how you expect me to talk things out with you when your breath smells the way it does. Have you thought about seeing a dentist about it?

I've had it with you gumbyhead. You keep it up and I'll meet you after school.

Oh yeah? Well I'll get my friends to help me and you'll see what trouble is.

How about the number of times I've had to wait for you? I can't count them!

I haven't got time for this. I have important things to do.

I suppose in your family people act like that when they're angry.

This is just like the time in the fourth grade when you said you'd help me but then you never showed up.

(Sarcastically) Yeah, like you are known for being able to keep a secret. That's why so many people trust you.

(Shouting) Get out of here or you're going to get it!

STUDENT HANDOUT

Remember when you said we could work together on the science project and you went ahead without me? This it like that. And also the time you promised I could go with your family to the lake, and then you said the car was full. And also...

You started it. This never would have happened if it hadn't been for you.

Oh yeah, like I'm scared of you. You're too chicken to even try it.

Don't blame me. If you'd done what you were supposed to this wouldn't have happened in the first place.

Your mother...

You always get so uptight over such little things. I can't believe you took that seriously.

You can't be trusted. You always back out at the last minute. You never keep your word.

Shut up! Shut Up! SHUT UP!

NOTES

What Makes Conflict Escalate?
Conflict Skill Lesson 4

5

Anger on the Conflict Escalator

Lesson in Brief	Students explore degrees of anger and the role anger and other feelings play in conflict.
Notes	Of all the possible emotions in a conflict situation, anger is the one that gives students the most trouble. This lesson is based on the premise that anger is a normal and natural emotion and that it is not bad to feel angry. It's how we handle anger that makes it positive or negative. In this lesson, students explore anger by discussing degrees of anger and identifying anger cues and triggers. Anger is not, of course, the only emotion in conflict. You may find that your students need help identifying or talking about a range of feelings. Some of the additional activities can be used in this case.
Objectives	Students will be able to: • identify anger triggers; • identify at least five Degrees of Anger.
Activity Type	Anger Thermometer/Anger Continuum
Prerequisite	Conflict Escalator (Skill Lesson 3)
Vocabulary	*Anger Cues*—The physical signs of anger. *Anger Triggers*—The things that make a person angry.
Lesson Sequence	• Gathering (Optional) • Agenda and Vocabulary Review • Recognizing Anger Cues and Triggers • Identify Degrees of Anger • Any Additional Activities You May Choose • Evaluation/Review of Key Points • Closing (Optional)
Time Needed	One class period (minimum 40 minutes), depending on the additional activities you choose.
Handouts	*Anger Thermometer, Anger Sort Cards*
Materials	Masking tape, three sets of five 8 1/2" x 11" cards

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(3 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson you think will be unfamiliar to your students.

Introduction
Level: A
(15 minutes)

Review
Level: B/C
(10 minutes)

RECOGNIZING ANGER CUES AND TRIGGERS

NOTE: If this is a review for students, acknowledge at the beginning that they may have been introduced to this concept previously. Explain that this lesson will go into the concept in more depth.

1. Write the word "anger" on the board and draw a circle around it. Explain that anger is a normal and natural emotion. Everyone feels angry at one time or another. The point is to not let anger become destructive. The first step in calming down is recognizing when you are angry.
2. Explain that anger cues are the physical signs that let you know you're angry. Ask students how they know when they are angry: What are their Anger Cues? Encourage them to use sensory words. As students make contributions, construct a web chart of anger cues.

Discussion

- Do there seem to be categories of anger cues? (e.g.: physical, verbal, facial signs)
- Which of these anger cues do you associate with a mild form of anger, such as being annoyed or irritated?
- Which do you associate with more intense anger—being enraged?

3. Have students brainstorm a list of things that make them angry. Record this list on the board next to the Anger Cues web chart. Label the list "Anger Triggers." This activity can go on for a long time, but keep it short—only five minutes or so. Students will get other chances to discuss anger triggers.

NOTE: If you have time, Step 3 and the discussion following this activity makes a good microlab.

Discussion

- Do some anger triggers have more power to make you angry than others?
- Which ones?
- What kind of anger would this cause (choose an example from the list that would evoke intense anger)?

- What kind of anger would this cause (choose an example from the list that would evoke mild anger)?

Level: A
(15 minutes)

IDENTIFY DEGREES OF ANGER

Handouts. *Anger Thermometer*

Materials. Masking tape; three sets of five 8-1/2 x 11 cards with the following words on the cards: annoyed, irritated, angry, furious, enraged.

1. Explain that different anger triggers lead to different degrees of anger. There are words to describe these degrees of anger, words like irritated, livid, annoyed, furious, etc. Knowing these words can help in handling anger when we get into conflict situations.
2. Ask for three volunteers to come to the board. Give each volunteer a set of anger vocabulary cards. Have them tape the cards to the board in a vertical line in order from least angry on the bottom to most angry at the top.
3. When all three have finished, have the class compare the three sets of cards. Discuss as suggested below. After discussion, introduce the Anger Thermometer as a way of thinking about degrees of anger.
4. Have students find a partner. Distribute the *Anger Thermometer* handout. Give each student two minutes to discuss the following questions.

Discussion

- What differences and similarities do you see in the three lists of words?
- What is something from the Anger Triggers list that would make you feel annoyed?
- What is something from the Anger Triggers list that would make you feel livid?
- How does the Anger Thermometer compare with the lists on the board?
- The Anger Thermometer compares being angry to being hot. The angrier you are the hotter you are. Does this comparison make sense to you?

Level: B/C
(20 minutes)

Handouts. *Anger Sort Cards*, cut up and placed in an envelope. You will need one set of cards for each group of three or four students

1. Explain that different Anger Triggers lead to different degrees of anger. There are words to describe these degrees of anger, words like irritated, livid, annoyed, furious, etc. Knowing these words can help in handling anger when we get into conflict situations.
2. Divide students into working groups of three or four. Give each group an envelope of *Anger Sort Cards* and explain the task:

Each envelope contains cards with words on them. All of the words are related to anger. As a group, I would like you to arrange the cards in the order you think represents the least angry to the most angry. If there are some cards that your group thinks do not belong on the list, put them where you think they do belong. Everyone in the group should be ready to explain why each word is placed where it is. For many of these words there is no right answer, so your group will have to discuss and decide what you think.

3. Give students about ten minutes to arrange their words. Circulate to help those that have problems working as a group or who are unfamiliar with the words.

Discussion

- What word did you think was the least angry?
- What word did you think was the most angry?
- What words gave the group the most trouble?
- Did everyone in your group agree?
- What words did you decide didn't belong with the others?
- How do those words relate to anger?
- How does the Anger Continuum compare to your group's arrangement of the words?
- What is something from the Anger Triggers list that would make you feel annoyed?
- What is something from the Anger Triggers list that would make you feel livid?

4. After discussing the activity, introduce the Anger Continuum: Annoyed, Irritated, Angry, Furious, Enraged. Explain that the continuum places these words in order from least angry to most angry and is a way students can determine how angry they are.

Level: A/B/C
(5 minutes)

EVALUATION/REVIEW OF KEY POINTS

1. Evaluation: Ask volunteers what's one thing they liked about this lesson? What's one thing they would have liked to be different?
2. Summarize the key points in this lesson:
   - Anger is a normal emotion. It is how we express it that makes it "positive" or "negative."
   - Calming yourself is the first step in de-escalating conflict.
   - Anger that is very intense causes people in conflicts to act impulsively and do things they may later regret.

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(Time will vary)

Conflict Journal Activities

NOTE: These are good homework activities.

Have students choose a journal entry and describe how anger (and other emotions) played a role. For example, did the participants in the conflict go steadily up the thermometer (or continuum)? Did other feelings precede the anger? How did they calm down?

An alternative journal activity is to have students record ten different examples of people getting angry. When they have ten, have them analyze those examples: What kinds of anger cues did they observe? What were the Anger Triggers? Were other feelings observable besides anger? How did the people calm down?

Level: A/B/C
(15 minutes)

More Practice with the Thermometer/Continuum*

Handouts. *More Practice with the Anger Thermometer*

NOTE: This is a good homework activity.

Have students complete the handout individually. Then pair them up to compare responses. Have each pair choose four situations and identify ways to cool down the thermometer.

A variation on this activity is to make a sign for each word on the thermometer or continuum. Instead of distributing the handout, read each item aloud and have the students place themselves on the continuum.

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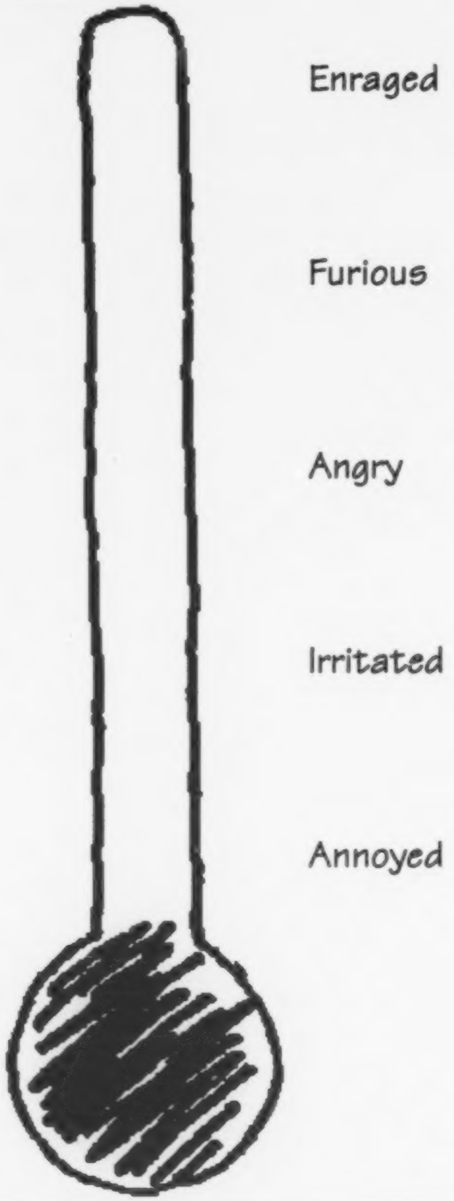
* This activity is adapted from one developed by Carol Wintle, Boston Educators for Social Responsibility.

STUDENT HANDOUT

THE ANGER THERMOMETER

In some ways anger is like a thermometer.
It has degrees, from cool to very hot.
The higher you go on the Anger Thermometer,
the angrier you are!
Try to cool off and bring yourself down
the Anger Thermometer.


Enraged
Furious
Angry
Irritated
Annoyed

STUDENT HANDOUT

ANGER SORT CARDS

ANGRY

ANNOYED

LIVID

IRATE

GROUCHY

IRRITATED

ENRAGED

MAD

FURIOUS

HELPLESS

STUDENT HANDOUT

RATE YOURSELF ON THE ANGER THERMOMETER

1. When someone tells on me I feel...

   Annoyed Irritated Angry Livid Enraged

2. When someone borrows something of mine and breaks it I feel...

   Annoyed Irritated Angry Livid Enraged

3. When someone gets me into trouble I feel...

   Annoyed Irritated Angry Livid Enraged

4. When I'm accused of something I didn't do, I feel...

   Annoyed Irritated Angry Livid Enraged

5. When a friend doesn't listen to me when I talk, I feel...

   Annoyed Irritated Angry Livid Enraged

6. When someone makes fun of someone in my family, I feel...

   Annoyed Irritated Angry Livid Enraged

7. When a friend doesn't keep a secret that's important to me, I feel...

   Annoyed Irritated Angry Livid Enraged

8. Think of one of your own_______________________________________

   Annoyed Irritated Angry Livid Enraged

NOTES

Anger on the Conflict Escalator
Conflict Skill Lesson 5

6

Dealing with Anger in Conflict

Lesson in Brief Students explore ways of cooling down and handling anger in conflicts.

Notes This lesson begins the de-escalating sequence in this curriculum. Having talked about going up the conflict escalator, the next few lessons introduce students to the skills they need to come ***down*** the conflict escalator. Cooling off or getting control over anger is the first step in de-escalating conflict. No one can resolve a conflict when they're enraged. As in the previous lessons, it's important to emphasize during discussions that anger is a normal and natural emotion. What we want students to do is calm down to a point where they can control their destructive impulses when they feel angry. Middle school students often feel, to varying degrees, helpless in the face of their anger and other people's anger. This lesson aims to demystify anger and help students see that they can get it under control.

Objectives Students will be able to:

- describe how controlling anger contributes to de-escalating conflict;
- discuss positive and negative ways to handle anger;
- identify three Calm Down techniques.

Activity Type Anger Thermometer/Anger Continuum

Prerequisite Conflict Escalator (Conflict Skill Lesson 3)

Vocabulary *Anger Cues*—The physical signs of anger.

Anger Trigger—The things that make a person angry.

Lesson Sequence

- Gathering (Optional)
- Agenda and Vocabulary Review
- Discuss: How I Calm Down
- Introduce and Practice Calm Down Techniques
- Any Additional Activities You May Choose
- Evaluation/Review of Key Points
- Closing (Optional)

Time Needed One class period (minimum 40 minutes), depending on the additional activities you choose.

Handouts *Anger Thought Balloons, Calming Down, More Practice Dealing with Anger*

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(5 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson you think will be unfamiliar to your students.

CALMING DOWN

Level: A
(20 minutes)

Handouts. *Anger Thought Balloons*

1. Explain that Calm Down or Cool Off is the first step down the escalator, because if we don't calm ourselves we act impulsively in conflicts—that is, we act without thinking through the consequences of our actions. Ask: What are some of the consequences when people in conflicts act impulsively out of anger? (Violence, physical fighting, saying things that will be regretted, etc.)
2. Remind students of the Anger Thermometer. Explain: Calming down or cooling off is like bringing the mercury in the thermometer down. The less "hot" the anger is, the more you can control it. Then you will be ready to deal with the conflict.
3. Have students brainstorm a list of ways they use to calm themselves when they are angry. Before you begin the list ask them to limit themselves to "healthy ways" to calm themselves, i.e., activities that do not harm either themselves or others.
4. Distribute the *Anger Thought Balloons* handout. Discuss each step of the handout with students, leading them through the appropriate activity, e.g., deep breathing and muscle relaxation. Encourage students to add to the suggestions on the handout in the spaces provided.

Discussion

- How do the ways of calming yourself that you brainstormed fit into these categories?
- What would you add to the suggestions on this handout?

Level: B/C
(20 minutes)

Handouts. *Calming Down*

1. Explain that Calm Down is the first step down the escalator because if we don't calm ourselves we act impulsively in conflicts—that is, we act without thinking through the consequences of our actions. Ask: What are some of the consequences when people in conflicts act impulsively out of anger? (Violence, physical fighting, saying things that will be regretted, etc.)

2. Have students brainstorm a list of ways they use to calm themselves when they are angry. Before you begin the list ask them to limit themselves to "healthy ways" to calm themselves, i.e., activities that do not harm either themselves or others. Record their contributions on the board and refer to them in the next steps.

3. Review the list and have the class determine whether the calming behavior is positive or negative. "Positive" behavior is calming and doesn't hurt oneself or another. "Negative" behavior does hurt or has potential to hurt oneself or another.

4. Distribute the *Calming Down* handout. Present the following mini-lecture:

   Psychologists have determined three main ways of calming down. One is to physically relax the body. On the handout, deep breathing and muscle relaxing are examples for physically relaxing. The other way is to calm the mind by thinking of something else or distracting yourself from the anger. Counting backwards from ten, thinking of peaceful things, and taking a walk are other examples of calming the mind. The third way is to talk to yourself.

5. Discuss the handout with students. As you do, lead them through deep breathing and muscle relaxation. Encourage students to add to the suggestions on the handout.

Discussion

- How do the ways of calming yourself that you brainstormed fit into these categories?
- What would you add to the suggestions on this handout?
- Can you give an example of a time you used one of these techniques when you were in a conflict situation?
- Which calming techniques feel most comfortable to you? Which would you be most likely to use?

Level: A/B/C (10 minutes)

THINK/PAIR/SHARE ON DEALING WITH ANGER

1. Have students get into pairs. Each student takes two minutes to discuss the following:
   - Can you give an example of a time you used one of these calming techniques when you were in a conflict situation?
   - Which calming techniques feel most comfortable to you? Which would you be most likely to use?

Discussion

- Is anyone willing to share what they discussed?
- Do you have any reactions to the activity?

Level: A/B/C
(5 minutes)

EVALUATION/REVIEW OF KEY POINTS

1. Evaluation: Ask students to summarize the following key points in this lesson.
   - Anger is a normal emotion. It is how we express it that makes it "positive" or "negative."
   - Calming yourself is the first step in de-escalating conflict.
   - There are three main ways to calm yourself: relax the body, calm the mind, talk to yourself.
   - Calming yourself does not mean you won't be angry or that anger is necessarily bad. It simply means that to deal with the conflict your anger must be under control.

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(Time will vary)

Conflict Journal Activities

NOTE: These are good homework activities.

Have students experiment with different ways of calming down and observe themselves trying out one of the Calm Down techniques. In their journals they can record their experiences: what was successful, what wasn't, how other people responded, etc.

Level: A/B/C
(20 minutes)

More Practice Expressing Anger

Handouts. *More Practice with Anger Cards*, one set for each group

Divide students into work groups. Give each group a set of cards. Have students take turns drawing cards, reading them to the group, and saying how angry they would be (on the thermometer or the continuum), what they would do to calm down, and what they would say to the person. If you have time, you might have each student respond to each situation.

Level: A/B/C
(15 minutes)

Guidelines for Dealing with Other People's Anger

Divide students to form microlab groups of three or four. Each group should choose a reporter who will record the group's discussion and report back to the class.

Each student should take two minutes to address the following:

- Tell about a time you were in a conflict with someone who was angry with you...

- How did you deal with that person's anger? What happened?
- What are some ways you've found helpful when other people are angry?

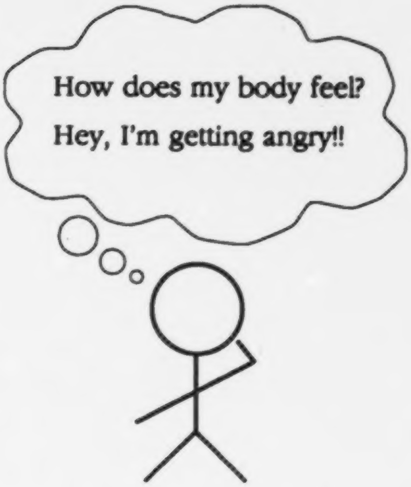
Discussion

- What were some of the ideas your group had about dealing with angry people?
- How were your ideas similar to or different from the conflict escalators we discussed earlier?

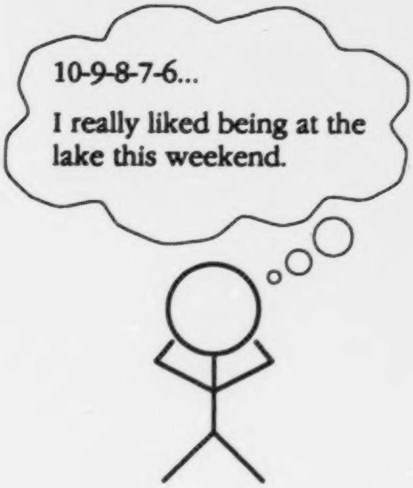
STUDENT HANDOUT

ANGER THOUGHT BALLOONS

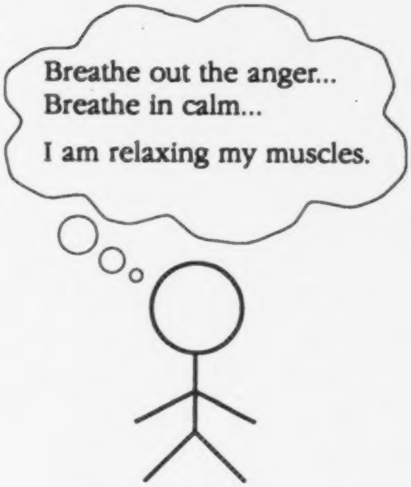
Recognize Anger Cues:


How does my body feel?
Hey, I'm getting angry!!

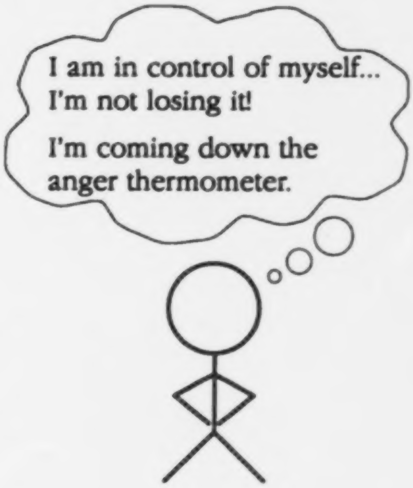
Distract Yourself:


10-9-8-7-6...
I really liked being at the lake this weekend.

Relax Your Body:


Breathe out the anger...
Breathe in calm...
I am relaxing my muscles.

Talk to Yourself:


I am in control of myself...
I'm not losing it!
I'm coming down the anger thermometer.

CALMING DOWN

CALMING DOWN

CALMING DOWN

Psychologists who have studied anger recommend the following steps in calming down:

1. Recognize the **Anger Cues**—your body will tell you when you're getting angry.
2. There are three basic ways of calming down:
   - **Distract Yourself**
     - Count Backwards from Ten
     - Think of Peaceful Scenes or Memories
   - **Relax Your Body**
     - Breathe Slowly and Deeply
     - Relax Your Muscles
   - **Talk To Yourself**
     - Tell Yourself You're In Control
     - Take Yourself Down the Anger Continuum
3. Name the **Triggers** to your anger, both external and internal.

4. Later, **Reflect**—What can you learn from this experience of anger?

STUDENT HANDOUT

MORE PRACTICE DEALING WITH ANGER

A friends grabs a CD while you are showing it to another friend.

A classmate never listens when you talk. He/she interrupts and acts like you haven't said anything.

You have a pimple on your chin, and one guy points it out to the whole class.

A classmate keeps calling you "Gumby Head."

A friend won't listen to any ideas other than his or her own. She or he insists on being in charge of every situation.

A friend borrows things from you and doesn't return them.

A teacher jumps on you for talking in class but lets other kids get away with it.

A kid is always putting you down. He says he's joking.

A classmate wants to copy your work.

You know that a classmate has been accusing you of things.

A friend borrows books, CDs, and clothes, but never returns them.

A classmate is nice to you when some students are around, but not others.

NOTES

Dealing with Anger in Conflict
Conflict Skill Lesson 6

7

De-escalating Conflict with "I" Messages

Lesson in Brief Students practice making "I" Messages and discuss their value in de-escalating conflict.

Notes "I" Messages or "I" Statements are a way of communicating feeling without blaming or being aggressive. They are based on a simple format that goes: "I feel_____when_____ because______." Speaking from one's own perspective in this manner can communicate the feeling without escalating the conflict. This is very different from "You" Messages, which are often blaming, accusing, or in some way aggressive and escalating. Some middle school students have had extensive experience with "I" Messages. If this is true for your students, this lesson can be made a review. Many subsequent lessons make use of "I" Messages, so be sure your students have a good grasp of this skill.

Objectives Students will be able to:

- explain what an "I" Message is;
- compare the effects of "I" Messages to other types of communicating feelings;
- give "I" Messages in a hypothetical conflict situation.

Activity Type "I" Message

Prerequisite Conflict Escalator (Conflict Skill Lesson 3)

Vocabulary *De-escalate*—The process by which conflicts become less volatile.

"I" Message—A sentence format to communicate feeling: "I feel ______ when _____ because ________."

Lesson Sequence

- Gathering (Optional)
- Agenda and Vocabulary Review
- Introduce (or Review) "I" Messages
- Practice Using "I" Messages
- Any Additional Activities You May Choose
- Evaluation/Review of Key Points
- Closing (Optional)

Time Needed One class period (minimum 40 minutes), depending on the additional activities you choose.

Handouts *"You" Message/"I" Message Skit 1, "You" Message/"I" Message Skit 2, Additional Activity: More Practice with "I" Messages*

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(2 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson you think will be unfamiliar to your students.

Level: A/B/C
(15 minutes)

INTRODUCE (OR REVIEW) "I" STATEMENTS

Handouts. *"I" Message/"You" Message Skits*

> **NOTE:** If this is a review for students, acknowledge at the beginning that they may have been introduced to this concept previously. Explain that this lesson will go into the concept in more depth.

1. Ask two girl volunteers to act out the first skit. When they have finished, discuss it with the class.

   Discussion

   - How do you think Carol felt about Janet in this skit?
   - How do you think Janet felt about Carol?
   - Do you think Carol communicated well? Why or why not?
   - Do you think Janet will try to keep the room neater? Why or why not?
   - What kinds of escalating statements did you hear in the skit?

2. Have the same two volunteers act out the second skit. When they have finished, discuss it with the class.

   Discussion

   - How do you think Carol felt about Janet this time?
   - How do you think Janet felt about Carol?
   - Do you think Janet might make an effort to keep the room in order? Why or why not?
   - What were some of the comments made in the first skit? In this skit?
   - What kinds of non-verbal behaviors were used in the first skit? In this skit?
   - What differences did you observe in the way Carol tried to communicate?
   - How was her communicating more effective in the second skit?

3. Explain that the first skit contained "You" messages, and the second contained "I" Messages. Give the following mini-lecture:

   "You" Messages attack, threaten, or blame another person. Whether you mean to or not, "You" Messages tend to escalate conflicts. The other person feels attacked so they try to defend themselves or retaliate with a counterattack. "You" Messages are like a big finger pointing and poking at the other person. That person tries to defend themselves from the poking, pointing finger.

With an "I" Message the speaker communicates his or her feelings and identifies a problem to be solved instead of attacking the other person. "I" Messages usually have the following format (write this on the board):

1. I feel________________
2. when________________
3. because________________.

This formula shows the parts of an "I" Message and helps in learning to create "I" Messages.

4. Have students work with a partner to create "You" Messages and "I" Messages for the following situation: One of you promised to call the other with a homework assignment, and you forgot to do it.

Discussion

- What were some of the "You" messages you used?
- What were some of the "I" Messages you used?
- How did it feel to receive an "I" Message compared to a "You" message?

NOTE: Students may protest that "I" Messages are too artificial or feel uncomfortable to use. Reassure them that many new skills feel artificial or uncomfortable at first. With time and practice they will feel more natural. Also, over time they will not need to strictly follow the format for the "I" Message, they will make it part of their own communication style.

Level: A/B/C
(15 minutes)

PRACTICE USING "I" MESSAGES

1. Have everyone find a partner and choose to be either person A or person B. Ask students to stand back-to-back with their partners. Describe one of the following situations. When you have finished, have the students face their partners and enact the situation:
   - Person A is standing in line in the cafeteria when person B pushes right in front of him or her.
   - Person A walks past person B in the hall and calls B a name under his or her breath.
2. Call "Freeze" after a minute or two. Have character A express his or her feelings about B's behavior using an "I" Message. When students have had a chance to deliver their "I" Messages, stop the role-play and discuss.

Discussion

- What was person A's first reaction in the situation? What was your impulse?
- What feelings came up?
- What "I" Messages did you use?
- How did the Bs feel when they heard the "I" Message?

3. Repeat the activity so that the Bs have a chance to use "I" Messages. Some possible situations are:
    - Person B lets person A wear an expensive bracelet and she or he loses it.
    - Person B trips over person A's foot in the cafeteria and thinks person A stuck it out on purpose.

Level: A/B/C
(5 minutes)

EVALUATION/REVIEW OF KEY POINTS

1. Evaluation: Have volunteers respond to this statement—"Something I found challenging in today's lesson. . ."
2. Review and summarize key points in this lesson:
    - "You" Messages attack and blame the other person.
    - "You" Messages are escalating.
    - "I" Messages are less likely to escalate conflict.
    - "I" Messages can be based on a format "I feel ___ when ___ because ___."

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(Time will vary)

Journal Activity

NOTE: This makes a good homework assignment.

Have students try using "I" Messages and record their experiences in their journals. In what situations did they use an "I" Message? What did they find easy or difficult about using the "I" Message? How did the other person respond? What could they do differently next time?

Level: A/B/C
(15 minutes)

More Practice with "I" Messages

Handouts. *More Practice Making "I" Messages*

NOTE: This handout makes a good homework assignment.

Have students work in pairs. Distribute the *More Practice Making "I" Messages* handout. Have them complete the handout, then discuss.

Discussion

- What were some of the "I" Messages you wrote?
- How did it feel to develop these "I" Messages?
- Did the process feel more natural the more you did it?

Level: A/B/C
(Time will vary)

Advertising "I" Messages

Divide students into work groups. Have the groups develop one minute "public service announcements" to present to the class. These PSAs should explain what "I" Messages are and how and why to make them. If video equipment is available, make a tape of each group's PSA.

ROOMMATE RUMPUS PART 1

Characters: Student 1 and Student 2 who are sharing a room.

Scene: Their room.

Student 1: I can't stand sharing a room with you.

Student 2: What are you talking about?

Student 1: You're just a slob. Every time I try to straighten up in here so I can find my things, you mess it up again.

Student 2: Where do you get off calling me a slob? You think you're so perfect.

Student 1: Where do you get so much junk? There's no room for me in here. You only think about yourself.

Student 2: Just because I don't want to spend all my time cleaning like you do. You're the one who's selfish. You think the whole world revolves around you and everyone should live the way you say.

Student 1: I can't live with you, that's for sure. I hope you plan on living alone because nobody in the world is going to put up with this stuff.

Student 2: I clean up plenty. If you can't live with me it's because of your personality, not my cleaning.

STUDENT HANDOUT

ROOMMATE RUMPUS PART 2

Characters: Student 1 and Student 2 who are sharing a room.

Scene: Their room.

Student 1: I'm really having trouble living in this room.

Student 2: What do you mean?

Student 1: I mean it really makes me upset when I come in here looking for a little peace and there's stuff all over the place. I can't think when there's a mess around me.

Student 2: It doesn't seem like a mess to me. I've actually been neater than I usually am. I thought I was doing a pretty good job.

Student 1: It's not like I'm super neat, but I can't find my things when I need them. They get buried in your things. I really need more order in here.

Student 2: I'm sorry. I didn't know it was a problem. Look, is there some way we can divide the room so my clutter doesn't get in your way? We could clear a space that's just yours.

STUDENT HANDOUT

MORE PRACTICE MAKING "I" MESSAGES

Make "I" Messages for the following situations. Remember the format:

"I feel ______________ when ____________because ______________."

1. A classmate always makes fun of a group of students who don't speak English well.

2. One of your good friends has been ignoring you lately. You don't know if something's wrong.

3. A student you don't know keeps staring at you in the library. It's getting on your nerves and making it hard to study.

4. A classmate keeps teasing you about the clothes you wear. You think it's probably good natured teasing, but it bothers you just the same.

5. A friend wants you to join in spray painting graffiti on the side of a building.

6. You find out a student you don't know well is spreading gossip about you that isn't true.

NOTES

De-escalating Conflict with "I" Messages
Conflict Skill Lesson 7

8

Listening to De-escalate Conflict

Lesson in Brief	Students practice listening skills and discuss how listening can de-escalate conflicts.
Notes	Listening is one of the more important skills needed to de-escalate conflicts. Unfortunately, when we are in the middle of conflicts, listening is often the last thing we want to do. In this lesson students are introduced to the process known as Active Listening. To teach the process we use an acronym: PEAR—Paraphrase Facts, Encourage Talking, Pay Attention, Reflect Feelings. Students practice paraphrasing as the first part of Active Listening. Many middle school students have had experience with Active Listening. If this is true for your students, this lesson can be combined with the following lesson and made a review lesson, with the emphasis on de-escalation and Communication Potholes.
Objectives	Students will be able to: • identify elements of Active Listening; • paraphrase in a communication exercise.
Activity Type	Active Listening
Vocabulary	*Active Listening*—A listening technique that involves paraphrasing or reflecting the speaker's content and feelings.
Lesson Sequence	• Gathering (Optional) • Agenda and Vocabulary Review • Introduce (or Review) Active Listening • Practice Paraphrasing and Reflecting • Any Additional Activities You May Choose • Evaluation/Review of Key Points • Closing (Optional)
Time Needed	One class period (minimum 40 minutes), depending on the additional activities you choose.
Handouts	*Active Listening Guidelines, Paraphrase Practice Cards*

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire choose a Gathering Activity from Appendix A.

Level: A/B/C
(3 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson you think will be unfamiliar to your students.

Level: A/B/C
(10 minutes)

INTRODUCE (OR REVIEW) ACTIVE LISTENING

Handouts. *Active Listening Guidelines* (arrange with a student to role-play the conflict over the grade with you)

> **NOTE:** Many middle school students have had experience with Active Listening. If this is true for your students, you need only review the *Active Listening Guidelines*. As you do the other activities, emphasize their usefulness in de-escalating conflict.

1. Explain that listening is an important skill in conflicts and is one of the ways to de-escalate conflict. Describe that you will be role-playing with a student to demonstrate Active Listening. Ask the class to observe how listening affects the conflict.
2. Role play the student coming to you to complain about a low grade. Model active listening.

   Discussion

   - How could you tell I was listening?
   - When you've been in situations where you felt someone was really listening to you, how did you know that?
   - How might I have acted if I were not listening?
   - What was the effect of my listening on the conflict?
   - Have you ever been in a conflict situation where listening helped de-escalate it?
3. Distribute the *Active Listening Guidelines* handout and discuss each of the behaviors.

   NOTE: As you discuss the handout with students, be sure they understand that Active Listening is not something you do all the time. It is useful in conflicts to help clarify perceptions and understand other points of view.

Level: A/B/C
(20 minutes)

PRACTICE PARAPHRASING AND REFLECTING

Handouts. *Paraphrasing Practice Cards*, one set for each group of three or four students

1. Divide students into working groups of three or four. Everyone in the group should have a number from one to three or four.
2. Explain the task. Each group will receive a pile of Paraphrase Practice Cards. Student 1 draws a card and reads it to student 2. Student 2 paraphrases what he or she heard, reflecting back both the facts and the feelings. When student 1 feels the paraphrase is complete, she or he says, "Okay."
3. Student 2 then draws a card and reads it to student 3, who paraphrases what he or she heard, reflecting back both the facts and the feelings. When student 2 feels the paraphrase is complete, she or he says, "Okay." And so on until all the students in the group have had two turns.

Discussion

- What did you notice trying to paraphrase?
- What was easy about this activity?
- What was hard about this activity?
- What feelings did you hear being expressed? Did you paraphrase or reflect the feelings?
- How might paraphrasing help in a conflict?

Level: A/B/C
(20 minutes)

ALTERNATIVE ACTIVITY FOR PRACTICING PARAPHRASING AND REFLECTING

Divide students into microlab groups of three or four. Have group members designate themselves as "A," "B," "C," and "D." "A" should begin by talking for two minutes on the following:

- What I find most frustrating about middle school is...

As "A" talks, "B" should listen and paraphrase what he or she says. "A" should verify the accuracy of the paraphrase. After two minutes give a time signal, and "B" talks for two minutes with "C" paraphrasing. Continue until everyone has had a chance to participate.

Discussion

- What did you notice trying to paraphrase?
- What was easy about this activity?
- What was hard about this activity?

- What feelings did you hear being expressed? Did you paraphrase or reflect the feelings?
- How might paraphrasing help in a conflict?

Level: A/B/C
(5 minutes)

EVALUATION/REVIEW OF KEY POINTS

Evaluation: Review and summarize the key points of the lesson. As you do, have a volunteer paraphrase what you say.

- Listening is a way to de-escalate conflicts.
- PEAR is the acronym for Active Listening.
- PEAR stands for Paraphrase, Encourage, pay Attention, and Reflect feelings.

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(Time will vary)

Journal Activities

Ask students to experiment with paraphrasing in their day to day interactions and record the results in their journals. What was difficult or easy about the paraphrasing? How did people respond to the paraphrasing? Was it helpful?

Level: A/B/C
(10 minutes)

Pete and Repeat*

Have students sit or stand in a circle. The first student responds to the statement: "My favorite things to wear are..." The student to his or her right paraphrases what the first student has said, then adds his or her own response to the statement. The student to his or her right paraphrases what that student has said and then adds his or her own response to the statement, and so on around the circle.

---

* Adapted from William J. Kreidler, *Creative Conflict Resolution: More than 200 Activities for Keeping Peace in the Classroom* (Glenview, IL: Scott, Foresman and Co, 1984).

STUDENT HANDOUT

ACTIVE LISTENING GUIDELINES

Listening can help you de-escalate a conflict. Here are some guidelines for Active Listening. Just remember **PEAR:**

P

Paraphrase the facts

- "So you want to go to the party and your parents won't let you."
- "You thought we were going to meet at your house before going to the rally."

E

Encourage the other person to talk

- "I'm willing to listen to your side."
- "Do you want to talk this out?"

A

Pay *Attention*

- Look at the speaker
- Encourage them by nodding or other positive signs.

R

Reflect feelings

- "You sound upset about not being able to go to the party."
- "How do you feel when she says those kinds of things?"

PARAPHRASE PRACTICE CARDS

To a Friend:

I was late for practice twice and now the coach won't let me play in Saturday's game. It's completely unfair. She wouldn't even listen to why I was late.

To a Friend:

My parents have grounded me for three weeks because of my report card. I admit I've got to work harder, but not letting me go out on weekends isn't going to help my grades. I won't study. I'll just stay home and do nothing, that will show them.

To a Friend:

I did a really stupid thing. I let Chris copy my test answers and the teacher caught us. Now we both get a failing grade, and my parents are going to find out why. I've never done anything like this before, and I let Chris talk me into it. My reputation will be shot.

To a Friend:

You and I have been friends since elementary school. Now everyone in school is talking about this big party you're having next weekend, and I can't believe that you didn't even invite me. That really stinks!

To a Friend:

Jamie and I were playing catch and the ball went through Mrs. Coleman's window. Jamie ran away, but I went up to her door to tell her. No one was home though, so I left her a note and apologized and offered to pay for it and gave my phone number. She called and said she was so impressed with my honesty she wouldn't ask me to pay for the window.

STUDENT HANDOUT

To a Friend:

You keep saying things to me about how I dress and how I'd fit in more if I dressed like those kids. I think you're trying to help me and all, but I like the way I dress. If they don't like me because of my clothes, too bad. You're supposed to be my friend, so let up on me.

To a Friend:

It really bugs me the way you guys always pick on that new kid. I mean he's not my favorite person or anything, but I just stay away from him. I don't see the point of this scapegoating you do.

To Parents:

I have more chores around the house than anyone else. It's not fair. Just because they're younger they have less to do. And they're not even that young! Between homework and practice and chores I don't get any time to hang out with my friends except on weekends. They just lie around after school and watch TV.

NOTES

Listening to De-escalate Conflict
Conflict Skill Lesson 8

9

More On Communicating in Conflict

Lesson in Brief	Students practice listening skills and discuss some of the problems related to communicating.
Objectives	Students will be able to: - use the skill of Active Listening; - explain how listening can de-escalate conflicts; - identify "Communication Potholes."
Activity Type	Active Listening
Vocabulary	*Active Listening*—A listening technique that involves paraphrasing or reflecting the speaker's content and feelings.
Lesson Sequence	- Gathering (Optional) - Agenda and Vocabulary Review - Practice Active Listening - Discuss Communication Potholes - Any Additional Activities You May Choose - Evaluation/Review of Key Points - Closing (Optional)
Time Needed	One class period (minimum 40 minutes), depending on the additional activities you choose.
Handouts	*Communication Potholes*

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(3 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson you think will be unfamiliar to your students.

Level: A/B/C
(15 minutes)

MORE PRACTICE WITH ACTIVE LISTENING

Handouts. *Active Listening Guidelines* from Conflict Skill Lesson 8

1. Review the *Active Listening Guidelines*. Remind students that in the previous lesson they practiced the paraphrasing aspect of Active Listening. Today they will practice the whole process of Active Listening.
2. Divide students into microlab groups of three or four. Have group members designate themselves as "A," "B," "C," (and "D"). "A" should begin by talking for two minutes on the following:
    - What are some of the strongest feelings you have experienced in the last two weeks?
    - What are some reasons for those feelings?
3. After "A" talks, "B" should use the Active Listening Guidelines and take about a minute to paraphrase the facts and reflect feelings. After two minutes give a time signal, and "B" then talks for two minutes with "C" Active Listening. Continue until everyone has had a chance to participate.

Discussion

- Did you feel that you were heard by the other person?
- What was easy about this activity?
- What was hard about this activity?
- How did you feel when you had to restate what someone else said?
- Did Active Listening help or hinder the discussion?

NOTE: Students may protest that Active Listening is too artificial a process, that they don't feel comfortable with it. Explain that most new skills feel artificial or uncomfortable at first. With time and practice, the skills will feel more natural. During a conflict, the most important thing is to listen as well as you can.

Level: A/B/C
(15 minutes)

DISCUSS COMMUNICATION POTHOLES

Handouts. *Communication Potholes*

1. Ask students what some "Not Listening" behaviors are. Note these on the board.
2. Distribute the *Communication Potholes* handout and discuss how the behaviors students mentioned fit in these categories. (Not all of them will.) The three behaviors are called potholes because when you fall into them communication stops or gets a sharp jolt.
3. Working in their microlab groups from the previous activity, have students take two minutes each to address one of the following:
    - A personal experience I had with a Communication Pothole...
    - A time I was in a conflict and Communication Potholes were a problem...
    - The Communication Pothole that I dislike the most is...

Discussion

- What did you notice as you did this activity?
- In what ways are the potholes like the escalators?
- What potholes do you hear most often around school?
- How can you respond to someone who is using Communication Potholes?

Level: A/B/C
(2 minutes)

EVALUATION/REVIEW OF KEY POINTS

1. Evaluation: Ask volunteers to respond—What's one thing you learned from this lesson? What's one thing you need to practice?
2. Summarize the key points in this lesson:
    - Listening is one of the ways to de-escalate conflict.
    - Active listening involves PEAR—Paraphrase Facts, Encourage Talking, Pay Attention, Reflect Feelings.
    - There are Communication Potholes we can fall into when we to listen. They are: Giving Advice, Passing Judgement, and Avoiding the Issue.

ADDITIONAL ACTIVITIES

Level: A/B/C
(Time will vary)

Journal Activities

Have students look for examples of Communication Potholes in their interactions during the next few days. How do those Communication Potholes sound? What effect do they have on communication? How do people get out of the potholes?

Level: A/B/C
(Time will vary)

Playing with Communication Potholes

Have students develop short skits that illustrate the Communication Potholes in conflict situations. The skits should not name the potholes being used. Have groups act out their skits for the class. The rest of the class can guess what pothole(s) is being illustrated.

COMMUNICATION POTHOLES

Even with the best of intentions, we can start out on the road of Active Listening and fall into a Communication Pothole. When that happens communication gets a big jolt, and it may even stop.

Three of the big Communication Potholes to watch out for are:

Giving Advice

Telling the other person what to do instead of really listening. Trying to solve the problem *for* them instead of *with* them.

- "Listen, don't you take that from him or her."
- "You ought to..."
- "If I were you I'd..."

Passing Judgement

Criticizing, blaming, being sarcastic. It doesn't help solve the problem, it just makes the other person feel bad and can escalate the conflict.

- "I can't believe you let this happen. It's all your fault."
- "Oh swell. This is another of your great jobs."
- "It's your own fault."

Avoiding the Issue

Making jokes, interrupting, changing the subject instead of listening and dealing with the problem.

- "Just ignore it."
- "What a pain she is. Do you want to go shopping?"
- "Read a book for awhile, then you'll feel better."

NOTES

More On Communicating in Conflict
Conflict Skill Lesson 9

10

De-escalating Conflict with CAPS

Lesson in Brief Students explore the concept of de-escalating conflict and learn the CAPS formula for de-escalation.

Notes So far students have learned about conflict and some of the skills needed to de-escalate conflict. In this lesson, they begin putting all that information into practice to de-escalate conflicts. De-escalating conflict refers to reversing the process of conflict escalation so that the conflict can be resolved. This lesson focuses on the CAPS formula for de-escalating conflict. CAPS is an acronym for C-Calm Down, A-Agree to Work It Out, P-Point-of-View on the Problem, and S-Solve the Problem. This acronym gives students a way to think about how to de-escalate conflicts.

Objectives Students will be able to:

- explain the acronym CAPS;
- identify the skills needed for de-escalating conflict using CAPS;
- apply the CAPS approach to a hypothetical conflict.

Activity Type CAPS, "I" Messages, Active Listening

Prerequisite Conflict Escalator (Conflict Skill Lesson 3)

Vocabulary *De-escalate*—The process by which conflicts become less volatile.

Lesson Sequence

- Gathering (Optional)
- Agenda and Vocabulary Review
- Introduce (or Review) CAPS
- Demonstrate CAPS
- Practice Using CAPS
- Any Additional Activities You May Choose
- Evaluation/Review of Key Points
- Closing (Optional)

Time Needed One class period (minimum 40 minutes), depending on the additional activities you choose.

Handouts *Coming Down the Conflict Escalator; De-Escalating Conflict Case Studies (Level A—Broken Bracelet Bonds; Level B—Canoes, Camping, and Conflict; Level C—Too Cool Compadres); Additional Activity: Five Ways to "Make an Offer"*

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire choose a Gathering Activity from Appendix A.

Level: A/B/C
(3 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson you think will be unfamiliar to your students.

Level: A/B/C
(5 minutes)

INTRODUCE (OR REVIEW) CAPS

Handouts. *Coming Down the Conflict Escalator*

> **NOTE:** If this is a review for students, acknowledge at the beginning that they may have been introduced to this concept previously. Explain that this lesson will go into the concept in more depth.

1. Review the conflict escalator, i.e., as conflicts get worse, they escalate, which is like going up to the top of an escalator. In order to resolve conflict, we have to get it to come down the escalator. This is called de-escalating the conflict.
2. Draw an up escalator and then add four steps down. Distribute the *Coming Down the Conflict Escalator* handout. Using this diagram, and the handout, give the following mini-lecture to explain CAPS:

   There is a formula for coming down the escalator that is called CAPS. (Label the down steps C, A, P, S.) These letters stand for Calm Down, Agree to Work It Out, Point of View on the Problem, Solve the Problem.

   The *first* step down the escalator is *Calm Down*, because no one can resolve a conflict if they are furious. The *second* step is *Agree to Work It Out*, because it would be almost impossible to come up with a mutually agreeable solution if one of the people in the conflict refused to try to work it out. *Third*, the two people need to share their perspective or *Point-of-View on the Problem*. *Fourth*, once they agree on what conflict they are trying to solve, they *Solve the Problem* in a way that leads to a mutually agreeable solution, or as close to one as possible.

Level: A/B/C
(10 minutes)

DEMONSTRATE CAPS

1. Read the following conflict situation to the class:

   Maria and Sondra are sisters who are at the top of the escalator. Maria was talking on the telephone to a friend. Sondra kept asking her to get off the phone. After the fourth time, she walked in and hung up the phone on Maria. Now they are yelling at each other.

2. Have the students find partners and take two minutes to discuss how Maria and Sondra might use CAPS to come down the escalator. After two minutes, bring the class back together to discuss the conflict as suggested here. As students make suggestions for each step, record their suggestions on the diagram on the board.

Discussion

- How might Maria and Sondra calm down? (Emphasize that they can still be angry, but they must be reasonably calm in order to discuss the conflict at all.)
- What could they say to each other to agree to work it out? What might be the first thing one of them says?
- How would each girl describe the problem?
- What are some ways they could solve the problem?

Level: A/B/C
(20 minutes)

PRACTICE IN SMALL GROUPS

Handouts. *CAPS Conflicts* (Level A, B, or C)

NOTE: As students do this activity in small groups, circulate to provide assistance and to observe which aspects of the CAPS approach give them the most trouble. This will help you determine where to put emphasis in future lessons.

1. Divide students into work groups of three or four. Distribute the appropriate *CAPS Conflicts* handout to the groups. Have each group devise a plan for de-escalating the conflict using the CAPS formula. Give them about ten minutes for this, then have them discuss with the whole class.

Discussion

- How did you de-escalate your conflict?
- What were some ideas you had about calming down?
- What were some ways to Agree to Work it Out?
- What were the various perspectives on the problem?
- What possible solutions did your group come up with?

2. Optional Variation: Have students role-play for the group how they would use the CAPS approach to de-escalate conflicts in the case studies. Then discuss as above.

Level: A/B/C
(5 minutes)

EVALUATION/REVIEW OF KEY POINTS

1. Evaluation: What's something you think you will remember from this lesson?

2. Summarize the key points in the lesson:
   - CAPS stands for C-Calm Down, A-Agree to Work It Out, P-Point-of-View on the Problem, and S-Solve the Problem.
   - Various skills are needed at each step down the escalator. We have discussed Calm Down skills.
   - The next few lessons will be devoted to other aspects of de-escalating and resolving conflict.

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(Time will vary)

Conflict Journal Activities

Have students choose several conflicts from their Conflict Journals. These should be conflicts that were resolved or in some way de-escalated. Ask them to describe how the de-escalation took place. Did it follow the CAPS formula or can they identify pieces of the CAPS approach? How did the disputants calm down? Agree to work it out? Share points of view on the problem? Solve the problem? What other specific de-escalating behaviors did they see?

Level: A/B/C
(Time will vary)

CAPS Practice Using "Conflict Dialogues"

> **NOTE:** This activity will take approximately 15-20 minutes if students have already prepared "Conflict Dialogues," 45-50 minutes if they have not.

If students did the Conflict Dialogues Additional Activity in Lesson 2, they can use those conflicts now and apply the CAPS approach to the situations, describing how they would de-escalate the conflicts. If they did not do the Conflict Dialogues activity, they can do so now. During the discussion, focus on de-escalating the conflicts using CAPS, but encourage students to identify specific behaviors that contribute to de-escalation.

Level: A/B/C
(15-30 minutes)

Quick Decision De-Escalations

> **NOTE:** The time for this activity will vary from 15-30 minutes, depending on the number of cases you use and the length of the discussion.

Have students work in groups of three or four. Explain that you are going to read them a conflict situation and they will have 60 seconds to de-escalate the conflict. They may use all or part of the CAPS approach or any other de-escalation ideas they may have.

- You accidentally bumped into another student in the hall. Now he or she wants to fight you. How would you de-escalate the situation?
- You're at a basketball game and the other school lost. After the game, a student from that school says, "You guys think you're so tough. Let's see you fight." How would you de-escalate the situation?
- You said something to the new student during class to encourage him or her. You meant it as a compliment, but he or she thought you were being insulting. Now he or she is threatening you in the hall. How would you de-escalate the situation?
- A student who used to be a good friend of yours is now accusing you of spreading rumors about his or her family members. How would you de-escalate the situation?
- A student you don't know very well comes up to you and says she or he heard you've been calling her or him a "gumbyhead." "I'll meet you after school," she or he threatens and stalks off. How would you de-escalate the situation?
- A friend of yours comes up and says, "I've had it with you. You can't keep a secret no matter how important it is. You're not my friend anymore." Then he or she stalks off. You have no idea what this friend is talking about. How would you de-escalate the situation?

Practice "Agreeing to Work It Out"

NOTE: One of the most common sticking points in conflict resolution is Agreeing to Work It Out. Many times young people simply don't know how to turn the conflict around. They may not know what to say, how to indicate their willingness to talk, or even how to avoid escalating the conflict further. There are three parts to Agreeing to Work It Out: Avoiding Behavior that Escalates, Willingness to Work It Out, and Making an Offer.

(15 minutes)

Avoiding Further Escalation

1. Remind students of the Lesson 2 discussion on how conflicts escalate. Ask: What are some of the behaviors that cause conflicts to escalate? Record responses on the board.
2. Explain that to work out conflicts and come to win-win solutions, we must avoid behavior that makes them escalate further. Ask for two volunteers to be in a skit. (Use one of the scripts from Conflict Skill Lesson 2.) While the volunteers are reading over the script, explain to the class that the two players have been in a conflict and have calmed down. They think they are ready to work things out. But the class should listen and watch for escalating remarks and behaviors.
3. Have the players present the skit.

Discussion

- What escalating remarks did you hear?
- What escalating behaviors did you see?
- What remarks/behaviors were the worst or most escalating?
- How did these remarks/behaviors affect the chances for working it out?
- How could the disputants have said what they needed to say without escalating the conflict?

(5 minutes)

Assessing Willingness

Explain that to work out conflicts, people must be willing to work them out. If they say escalating things, they probably are not willing to work things out. Ask: What are some other signs people might not be willing to work things out? (Not being willing to listen, interrupting, blaming, or other escalating behavior.)

(10 minutes)

Introducing Making an Offer

Distribute the *Five Ways to "Make an Offer"* additional handout. Explain that to start the process of Working Things Out someone has to Make an Offer. Go over the handout with the class and discuss.

Discussion

- What are some of the things that get in the way of Making an Offer?
- Can you give an example of a time you Made an Offer using one of these?
- What are some other ways to Make an Offer?

(15 minutes)

Practicing Making an Offer/Role-Play

1. Divide students into two groups to role-play using a Hassle Line. Designate the lines as "A" and "B." Using a role-play from Conflict Skill Lesson 7, explain the situation to the class, then give each line their role. Their goal is to de-escalate the conflict by making an offer using one of the possibilities on the worksheet. They will have two minutes after the starting signal to do so. If they Agree to Work It Out, they should begin to problem solve.
2. Start the role-play. After two minutes, stop the role-play and discuss.

Discussion

- Who made an offer first?
- How did it feel to use these words?
- What made it hard to Make an Offer?
- Did anyone get into problem solving? What did you do or say?

(10 minutes)

Blocks to Making An Offer

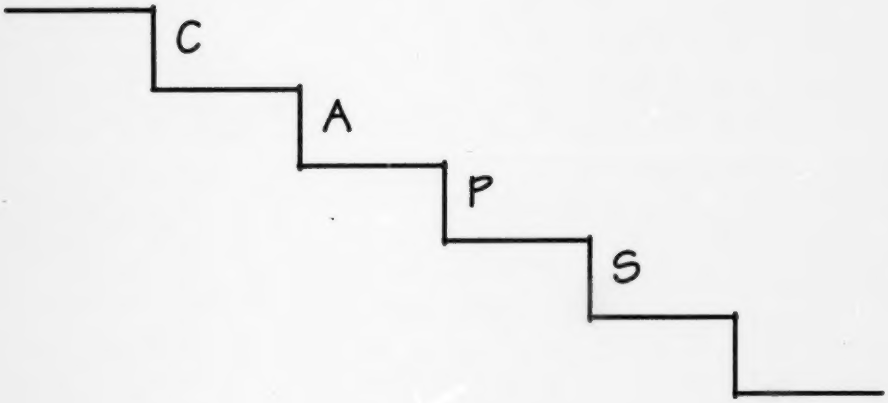
1. Explain that it's easier to talk about Making an Offer than to do it. Ask for volunteers to stand in the front of the room to read the handout. Huddle with volunteers first, so the class cannot see what you are doing. Give each volunteer a piece of tape to put over his or her mouth. Tell them that when you give the signal they should try to read one of the phrases on the handout through the tape. The class will try to guess which phrase they are reading. Emphasize that they should not move their mouths so hard that the tape comes off.
2. Give a signal and have the volunteers face the class. One by one have them read a phrase from the handout while the class tries to guess which phrase they are reading. When everyone has finished, tell the volunteers to carefully remove the tape from their mouths. They should not tear it off as this may hurt.

Discussion

- How did it feel to Make an Offer with tape on your mouth?
- What made it difficult?
- How is trying to Make an Offer like trying to talk with tape on your mouth?
- What are some of the things that make it hard for us to Make an Offer? (Or what gets in the way of Making an Offer?)
- What would help make it easier? (Or what would help you "take the tape off"?)

STUDENT HANDOUT

COMING DOWN THE CONFLICT ESCALATOR



C= Cool Off	**Deep Breaths** **Relax Muscles** **Talk to Yourself** **Count Backwards** **Leave** ________________ ________________
A= Agree to Work It Out	**Don't Escalate Further** **Show Willingness** **"Let's Talk It Out"** ________________ ________________
P= P.O.V. on the Problem	**Each Gives Point of View** **Use "I" Statement** **Use Active Listening** ________________ ________________
S= Solve the Problem	**Brainstorm Solutions** **Choose a Win-Win** **Decide How to Implement It** ________________ ________________

STUDENT HANDOUT

BROKEN BRACELET BONDS

Use CAPS to come up with a plan to *De-escalate* the following conflict:

Marie gave Chee a friendship bracelet a few weeks ago. At first, Chee wore it everyday. But lately she hasn't been wearing it much. While Marie and Chee still do things together, they don't spend as much time together as they did. Chee says this is because she has to go to Chinese school now every Monday, Wednesday, and Thursday. But Marie saw her on Saturday at the movies with Joyce.

On Monday morning she went up to Chee and demanded the friendship bracelet back. "You don't deserve a friendship bracelet, because you don't know how to treat friends."

"Well, you're no kind of friend if you just take back gifts like that," said Chee. "Take your stupid bracelet. Only kids give friendship bracelets anyway, and you act just like a kid."

STUDENT HANDOUT

CANOES, CAMPING, AND CONFLICT

Use CAPS to come up with a plan to *De-escalate* the following conflict:

Chester and Steven have been friends ever since they've been in middle school. Steven doesn't have brothers or sisters, and he likes Chester's energetic ways and the fact that Chester always has an idea for something to do.

Lately though, Steven has noticed that Chester only wants to do the things he suggests. He never seems to take Steven's ideas seriously.

Yesterday when they were planning a weekend camping trip, Chester wasn't listening to Steven's idea for renting canoes. Steven decided that he wouldn't give in. This time they were going to do what he wanted.

"You never even listen to me, " Steven accused Chester.

"Your ideas aren't worth listening to," said Chester. "Who wants to paddle a canoe anyway. It's stupid."

"Fine," said Steven. "Go camping by yourself then." And he left Chester alone.

STUDENT HANDOUT

TOO COOL COMPADRES

Use CAPS to come up with a plan to *De-escalate* the following conflict:

Guillermo and Carlos have been friends since fourth grade. Lately, Guillermo feels like Carlos has been hanging around with the cool kids at school. When it's just the two of them, Carlos is fine—the same good guy he's always been. But when other people are around, especially kids from this cool crowd, Carlos either doesn't talk to him or puts him down.

This morning he said, "You all know my buddy Guillermo don't you. We call him 'Goodwill Guillermo' because that's where he shops!" Everyone laughed and Guillermo laughed too, pretending it didn't bother him.

Later Guillermo confronted Carlos. "Man, if I'm not good enough for you and your cool friends just say so. I don't need you, and I don't need this crap from you."

FIVE WAYS TO "MAKE AN OFFER"

- "Do you want to work it out?"

- "I'll listen to you if you listen to me."

- "Let's try to work this out."

- "I'm listening."

- "Do you want to tell me your side?"

- ____

NOTES

De-escalating Conflict with CAPS
Conflict Skill Lesson 10

11 Styles of Handling Conflict

Lesson in Brief Students examine six styles of conflict resolution.

Notes Conflict resolution education is about helping students learn that they have many options and choices in conflict situations. In this lesson, students explore six styles of conflict resolution: Aggression, Collaboration, Compromise, Giving In, Avoiding/Delaying, and Appealing to Authority. Each of these styles has potential uses and limitations. This is a point to emphasize with students—not all conflict styles will work in all situations. You need to know your options.

Objectives Students will be able to:

- name six conflict styles;
- describe situations in which each might be appropriate.

Activity Type Conflict Styles

Vocabulary *Aggression*—A conflict style based on trying to best one's opponent.

Compromise—Resolving conflict by both sides giving up some of what they want.

Win-Win—Resolving conflict in a way that meets the needs or goals of all the parties.

Lesson Sequence

- Gathering (Optional)
- Agenda or Vocabulary Review
- Introduce (or Review) Conflict Styles
- Microlab: Discuss Conflict Styles
- Any Additional Activities You May Choose
- Evaluation/Review of Key Points
- Closing (Optional)

Time Needed One class period (minimum 40 minutes), depending on the additional activities you choose.

Handouts *Six Ways of Handling Conflict, Conflict Resolution Styles Skits*

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(3 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson you think will be unfamiliar to your students.

Level: A/B/C
(20 minutes)

INTRODUCE (OR REVIEW) CONFLICT STYLES

Handouts. *Six Ways of Handling Conflict; Conflict Styles Skits*

> **NOTE:** If this is a review for students, acknowledge at the beginning that they may have been introduced to this concept previously. Explain that this lesson will go into the concept in more depth.

1. Present the following mini-lecture/discussion:

   All animals, including humans, are equipped with two possible responses or ways of dealing with conflict. One is "fight" and the other is "flight," or running away. When we say "fight" we tend to think of physical fighting, but humans have ways of fighting other than physically.

   - Some of those ways of fighting are...?

   Whatever form fighting takes it is almost always a Win-Lose approach to conflict. One person will almost always win the fight while the other will lose.

   Similarly, while flight might be physically running away, it could take other forms as well.

   - Some forms of flight that are not physically running away are...?

   Flight is almost always a Lose-Win approach to conflict. One person deliberately loses so therefore the other automatically wins.

   There are times when everyone uses some form of fight and flight. But humans have other ways of handling conflict other than fight and flight.

   - What are some example of Working It Out approaches to conflict that you have used?

2. Distribute the *Six Ways of Handling Conflict* handout. Review the styles.
3. Have volunteers read or act out each conflict style skit. After each skit, have students identify the style they think was demonstrated.

   Discussion

   - What would be the potential advantages to each style?
   - What would be the potential disadvantages?

- What styles do you see most often in school?
- If you were going to name each style after an animal, which animals would you use?

Level: A/B/C
(10 minutes)

MICROLAB: DISCUSS CONFLICT STYLES

Handouts. *Six Ways of Handling Conflict*

1. Have students form microlab groups of three or four. Give each student in the group two minutes to respond to the following:
   - What style do you think you use most often? Does it work for you?
   - Are there one or two responses that you use all the time?
   - Are there any responses you never use?

   Give the groups a signal when two minutes is up so that the next person can begin sharing. When everyone has had a chance to talk, discuss the activity.

   Discussion

   - Did you notice anything as you did the activity?
   - Are there ways you handle conflict that are not represented on this sheet?
   - What are some examples of Collaborative approaches to conflict that you have used?
   - What are some examples of Compromise that you have used?
   - What are some of the benefits of each style?
   - What are some of the drawbacks of each?

Level: A/B/C
(5 minutes)

EVALUATION/REVIEW OF KEY POINTS

Summarize the points in this lesson:

- There are four main types of conflict resolution: Win-Win, Win-Lose, Lose-Win, and Lose-Lose.
- There are different styles of dealing with conflict and these fit the broad categories of Fight, Flight, and Working It Out/Collaboration, and Compromise.

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(Time will vary)

Conflict Journal Activities

Have students look for specific examples in their journals that illustrate one or more of the various conflict resolution styles. Have them describe the conflict to the class. Other students can respond by saying what style or styles they think were being used. A variation on this activity is to have students look for each specific style for a week and an example of each in their journals.

Level: A/B/C
(20 minutes or more)

Uses and Limitations

NOTE: This makes a good homework assignment.

Each conflict resolution style has potential uses and potential limitations. Have students work in groups to complete the following chart:

Style	How It Sounds	How It Looks	Potential Uses	Limitations

When they've completed the chart, discuss the specific behaviors in the style. Next discuss the uses and limitations students identified, and the kinds of situations in which the style would or would not be useful.

Level: A/B/C
(Time will vary)

Illustrating Styles

After students are familiar with the *Six Ways of Handling Conflict* handout, divide the class into six groups. Assign each group a conflict style, without the rest of the class knowing what it is. Ask them to develop a short skit that illustrates that style being used. When they're finished, have the groups present their skits to the rest of the class. Then, ask the class to guess the style being portrayed.

Level: A/B/C
(Time will vary)

The Best Conflict Style Is...*

This activity is similar to the one above, except instead of developing a skit illustrating the conflict style, ask each group to develop an advertisement to "sell" its style as the best way to handle conflicts. When they are finished, the groups present their advertisements to the class. This is a good way to reinforce the point that all conflict styles have some uses.

---

* This activity was suggested by Sandi Adams of Denver, Colorado.

SIX WAYS OF HANDLING CONFLICT

AGGRESSION

- Physical Fighting
- Yell
- Make the Other Person Feel Bad

COLLABORATE

- Problem-Solve Together
- Talk It Over
- Come Up with a Solution You Both Like
- Negotiate

COMPROMISE

- Everyone Gives a Little
- No One Gets Exactly What They Want

GIVE IN

- Let Them Have Their Way
- You Don't Care That Much
- The Other Person Has All the Power

AVOID or DELAY

- Pretend Nothing's Wrong
- Run Away
- Stay Away from the Other Person

APPEAL TO AUTHORITY

- Get an Authority to Decide or Settle the Dispute

STUDENT HANDOUT

CONFLICT RESOLUTION STYLES SKITS

1. Theresa and Denisha in the school library:

Theresa: Hey, that's my book. I reserved it last week!

Denisha: Then why was it on the shelf? I got it first.

Theresa: (Walking away angrily) Okay, then. She's so pushy! I reserved it first.

2. Theresa and Denisha in the school library:

Denisha: I need this book for class.

Theresa: I reserved it and I need it, too. Can we work something out?

Denisha: I need to have it read by Friday. When do you need it?

Theresa: Let me have it first, and I'll have it finished by Wednesday.

Denisha: I was hoping to have it a little longer, but I can live with that.

3. Theresa and Denisha in the school library:

Denisha: I need this book for class.

Theresa: But I reserved it! I can prove it.

Librarian: Yes, Theresa reserved it. Denisha, you can have it next week.

4. Theresa and Denisha in the school library:

Denisha: I need this book for class.

Theresa: I reserved it, and I need it, too. Can we work something out?

Denisha: I'm writing a paper, and I need it for research. It's due Friday.

Theresa: I have to write a book report on this book. And it's due Friday. Do you have to use this book or could you get the information from another book?

Denisha: Sure, if there was another book with this information.

Theresa: Actually, I know of a couple. Come here, I'll show you.

5. Theresa and Denisha in the school library:

Theresa: Hey, give me that book. I reserved it last week!

Denisha: Too bad. I got it first.

Theresa: Give it to me. (She grabs at it and knocks Denisha's notebook out of her hands.)

Denisha: Look what you did! What a jerk you are!

Theresa: (Sarcastically) Thanks for the book.

6. Theresa and Denisha in the school library:

Theresa: Denisha, don't take that book. I reserved it last week. I need it for class.

Denisha: Okay. I was just looking at it. It looks good. Let me know when you've finished.

NOTES

Styles of Handling Conflict
Conflict Skill Lesson 11

12 Win-Win Resolutions in Conflict

Lesson in Brief	Students use the Win-Win Grid to solve conflicts.
Notes	In conflict resolution education we emphasize helping students see that they have many options. But we also encourage them to use approaches to conflict that lead to Win-Win resolutions, where all parties get what they want or need. The concept of Win-Win conflict resolution is very abstract for many middle school students. The Win-Win Grid gives students a concrete way to think about the various types of solutions possible in conflicts.
Objectives	Students will be able to: • define Win-Win, Win-Lose, and Lose-Lose resolutions to conflict; • give examples of each type of resolution.
Activity Type	Conflict Styles, Win-Win Grid
Vocabulary	*Confrontation*—A conflict style based on trying to best one's opponent. *Compromise*—Resolving conflict by both sides giving up some of what they want. *Win-Win*—Resolving conflict in a way that meets the needs or goals of all the parties.
Lesson Sequence	• Gathering (Optional) • Agenda and Vocabulary Review • Introduce (or Review) the Win-Win Grid • Practice Using the Win-Win Grid • Any Additional Activities You May Choose • Evaluation/Review of Key Points • Closing (Optional)
Time Needed	One class period (minimum 40 minutes), depending on the additional activities you choose.
Handouts	*The Win-Win Grid; Win-Win Conflict Case Studies (Level A—Twin Television Troubles, Level B—Science Project Problems, Level C—What Are Friends For?)*
Materials	Win-Win Grid Overhead (optional)

GATHERING (OPTIONAL)

Level: A/B/C
(5 minutes)

If you so desire, choose a Gathering Activity from Appendix A.

AGENDA AND VOCABULARY REVIEW

Level: A/B/C
(3 minutes)

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson you think will be unfamiliar to your students.

INTRODUCE (OR REVIEW) THE WIN-WIN GRID

Level: A/B/C
(15 minutes)

Handouts. *The Win-Win Grid*

Materials. Win-Win Grid overhead (optional)

> **NOTE:** If this is a review for students, acknowledge at the beginning that they may have been introduced to this concept previously. Explain that this lesson will go into the concept in more depth.

1. Review the definition of conflict: a dispute or disagreement between two or more people. Sometimes these disputes or disagreements cause problems, then people try to solve the problems. Conflict resolution is trying to solve the problems created by conflict. People approach conflict resolution in many different ways.
2. Read the following situation to the class:

   Abe and Ricco are friends who spend every Friday evening together. Usually they rent a video and relax. This week Abe has said he wants to go to the dance at the Youth Center. Ricco has to baby-sit for his young cousin who is too young to go to the dance.

   "Man, you said you would help me out with this," he says to Abe. "I thought we'd hang out together at least."

   "I don't want to miss the dance just to baby-sit some little kid," says Abe. "This is a chance to do something different."

   Discussion

   - What would you say was the problem in this situation?
   - What does Abe want?
   - What does Ricco want?
   - How might they try to solve it?
   - Would that solution help or hurt their friendship?

3. Explain that there are several ways to solve a problem like this. It's helpful to think in terms of what would help each person "win" or get what they want out of the situation. Write the following chart on the board, or use the Win-Win Grid overhead:

	Ricco gets what he wants	Ricco doesn't get what he wants
Abe gets what he wants	Win-Win	Win-Lose
Abe doesn't get what he wants	Lose-Win	Lose-Lose

Place the class solutions onto the Win-Win Grid. If there are blanks on the grid, ask for possible solutions. If students are stuck, here are some possibilities for you to suggest:

Win-Win:	Hire another baby-sitter.
	Do something together on Saturday night.
	Ricco gets another friend to come over on Friday.
Win-Lose:	Abe goes to the dance and leaves Ricco to baby-sit alone.
Lose-Win:	Abe skips the dance and stays with Ricco.
Lose-Lose:	Abe doesn't go to the dance but helps Ricco and is resentful.
	Abe and Ricco stop being friends.
	The dance is canceled.

Discussion

- What approach do people use most—Win-Win or Win-Lose?
- Why do you think that?
- Where do people learn to use Win-Lose?
- Have you ever been in a conflict you resolved in a Win-Lose way? A Win-Win way? A Lose-Lose way?

Level: A/B/C
(15 minutes)

PRACTICE USING THE WIN-WIN GRID

Handouts. ***The Win-Win Grid, Conflict Case Studies*** (Level A, B, or C)

Materials. Win-Win Grid overhead (optional)

1. Divide students into work groups of three or four. Distribute ***The Win-Win Grid*** handout and *Conflict Cases* (Level A, B, or C). Have each group choose a conflict case and fill out the ***Win-Win Grid*** for that conflict.

   Discussion

   - What was one of your Win-Lose solutions? Win-Win solutions?
   - Which types of solutions were easiest to come up with?
   - Which were the hardest?
   - How did you "test" the Win-Win solutions to determine if both parties would be satisfied with them?

Level: A/B/C
(5 minutes)

EVALUATION/REVIEW OF KEY POINTS

1. Evaluate: What's something you liked about today's class? What's something that might have been different?
2. Summarize the points in this lesson:
   - There are four main types of conflict resolution: Win-Win, Win-Lose, Lose-Win, and Lose-Lose.
   - The Win-Win Grid is a tool to help us think of different types of solutions.

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(Time will vary)

Conflict Journal Activities

Have students choose a conflict from their journal and use the Win-Win Grid to analyze the conflict. They can write the actual resolution in the appropriate square, then develop solutions for the other squares.

THE WIN-WIN GRID

☺ ☺ WIN-WIN Both people get what they want.	☺ ☹ WIN-LOSE Person 1 gets what he or she wants but person 2 doesn't.
☺ ☹ LOSE-WIN Person 1 doesn't get what he or she wants but person 2 does.	☹ ☹ LOSE-LOSE Neither person gets what he or she wants.

STUDENT HANDOUT

TWIN TELEVISION TROUBLES

Terry and Deena are twin brother and sister. They are both in middle school.

Deena was lying on the couch watching TV. "This movie will be great," she thought. "Just what I need to forget those stuck up girls in gym." Suddenly, Terry came rushing in.

"Deena, I've got to use the TV now. There's a show on that I need to watch for my social studies class, and it started five minutes ago."

Deena laughed. "Oh, give me a break. Like you're supposed to watch TV for Mrs. Reed. She'd be the last person to assign a TV show."

"Well, she did," Terry insisted. "It's about the Civil War and if I don't report on it I'm in trouble. She gave me the assignment because I need the extra credit. I'm really doing lousy in her class, and if I don't do this she'll kill me. You know how she is!"

"Well, I was here first, so for once I get to be in charge. Besides, you can watch it on Mom and Dad's TV. Or tape it. I've had a tough day and I really want to watch this movie."

"Their TV is on the blink and you're using the VCR to watch your movie. Come on, Deena. I really need your help."

STUDENT HANDOUT

SCIENCE PROJECT PROBLEMS

Mara and Reggie have been assigned to work together on a cooperative project for science class. They've known each other for several years, but they haven't worked together before. They haven't been very friendly either.

The project is due in two weeks, and they will receive a joint grade. Part of the grade will be based on the content of the project and part of it will be based on how well they work together.

Two days into the project, Reggie is already upset with Mara. Reggie likes to plan ahead, and he hates doing things at the last minute. But he can't get Mara to commit to anything. They agreed the first day that the project would be about solar energy, and they're both doing research. But they haven't decided what their project will be, who will do what, how big a project it will be, when each piece will be done, anything. It's making Reggie crazy.

"I'm not doing this whole thing myself," he said to Mara.

"Will you relax? We have a week and a half. We'll get it done," Mara said.

"When are we going to get it done? We only have a week and a half!"

"My style is different from yours," Mara said. "I need to read my book and think about how the project might look. I get good ideas just letting things percolate in the back of my head. Don't worry, I always get things done."

STUDENT HANDOUT

WHAT ARE FRIENDS FOR?

Christopher and Suzanne are friends who hang around with the same group of friends. One day they were talking together after school when Suzanne started talking about a problem she was having with Ouida, a girl Christopher likes and has just asked out Friday night.

Christopher said, "You know, she's really nice."

"I'm not saying she's not nice," protested Suzanne. "I'm saying I have a problem with her. She has an attitude sometimes."

"Well it makes me mad when you talk that way about someone I like. You're disrespecting her and me."

"So when I have a problem with someone I can't talk to you about it, even though we've been friends for years. Is that what you're saying? It makes me mad when someone who is supposed to be my friend won't listen to me."

Christopher felt very frustrated. "I just don't want you talking that way about Ouida!"

"You can't tell me what to talk about!" Suzanne snapped.

NOTES

Win-Win Resolutions in Conflict
Conflict Skill Lesson 12

13 Classifying Conflict

Lesson in Brief Students broaden their personal definitions of conflict as they explore different ways to classify conflict.

Notes We classify conflicts all the time. It's one of the ways we try to understand the conflict and decide the most appropriate way to deal with it. Even some of the language we use to describe conflict is, by its nature, classification language. For example, an "argument" and a "fist fight" are both conflicts, but the terms tell us that they are particular types of conflict. The activities in this lesson help students go further in broadening their definitions of conflict by experimenting with ways of classifying conflicts. By classifying conflicts, students learn to examine different aspects of conflict and understand it better.

Objectives Students will be able to:

- define "conflict";
- identify types of conflict;
- categorize conflict situations according to a classification scheme.

Activity Type Identifying Conflict, Conflict Sort

Vocabulary *Conflict*—A dispute or disagreement between two or more people.

Conflict Resolution—Solving the problems created by conflict situations.

Classification Scheme—A way of grouping based on similar characteristics.

Lesson Sequence

- Gathering (Optional)
- Agenda and Vocabulary Review
- Conflict Sort
- Any Additional Activities You May Choose
- Evaluation/Review of Key Points
- Closing (Optional)

Time Needed One class period (minimum 40 minutes), depending on the additional activities you choose.

Handouts *Versus vs. Versus, Conflict Sort Cards*

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(3 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson that you think will be unfamiliar to your students.

Level: A/B/C
(30 minutes)

CONFLICT SORT

Handouts. *Versus vs. Versus, Conflict Sort Cards* (You will need one set of cards for each group of four.)

1. Review the definition of conflict students have worked with so far: "A dispute or disagreement between two or more people." Explain that people divide conflicts into different types or categories. These categories may be based on what causes the conflict, what goes on in the conflict, or who is involved. For example, you might have conflict categories based on where the conflicts take place: home conflicts, school conflicts, work conflicts, neighborhood conflicts, etc. Ask for examples of conflict categories. Conflict categories help people deal with the conflict.
2. Distribute the *Versus vs. Versus* handout. Explain that it describes one way of categorizing conflicts. Go over the handout and discuss each type of conflict. The definition of conflict they have used so far only covers conflicts between people. How would they change the definition to incorporate the conflict categories described here?
3. Divide students into working groups of three or four and give each group a packet of *Conflict Sort Cards*. Have students sort the cards by placing them in one of the five categories. (Some conflicts may fit in more than one category.) Before they begin, warn them that there may be some conflicts about where cards belong. Explain that part of the learning in this activity comes from the discussions they have as a result of making a decision. They should try to resolve the conflicts and come to a consensus. If they are not able to, that will be part of the learning, too.

Discussion

- How did your group sort the conflicts?
- Were there cards that didn't belong to one category alone?
- Were there cards that didn't belong to any category?
- How do you feel about the different categories of conflict?
- How would different categories affect how you handle conflicts?
- Which types of conflicts are most difficult for you?

- Did you have any difficulties or disagreements about sorting the cards?
- How did you handle those disagreements?

4. Write the following classification scheme on the board. As you do, explain that it is another way of classifying conflicts based on who is involved:

   Adult vs. Adult

   Young Person vs. Young Person

   Adult vs. Young Person

   Young Person vs. Institution

   Young Person vs. Group

   Adult vs. Institution

   Discuss each category, making sure students understand what they mean. Have each group re-sort the conflict sort cards using these new categories.

   Discussion

   - How did your group sort the conflicts?
   - Were there cards that didn't belong to one category alone?
   - Were there cards that didn't belong to any category?
   - How could sorting conflicts in this way help you deal with the conflict?
   - How would different categories affect how you handle conflicts?
   - Which types of conflicts are most difficult for you?
   - Did you have any difficulties or disagreements about sorting the cards?
   - How did you handle those disagreements?

5. If you have time and think your students have a good grasp on the idea of conflict categories, you may want to try having each group develop its own way of classifying conflicts. Then they should sort the *Conflict Sort Cards* according to that classification scheme. (Whatever classification scheme the students come up with, it will not work for every conflict. They may include a category called "Miscellaneous.")

   Discussion

   - What categories did your group devise? What process did you use to come up with those?
   - Were there cards that didn't belong to one category alone?
   - Were there cards that didn't belong to any category?
   - How could sorting conflicts in this way help you deal with the conflict?
   - How would different categories affect how you handle conflicts?
   - Did you have any difficulties or disagreements about sorting the cards?
   - How did you handle those disagreements?

Level: A/B/C
(5 minutes)

EVALUATION/REVIEW OF KEY POINTS

1. Evaluation: Have volunteers say something they learned from this lesson.
2. Summarize the key points of this lesson:
   - People categorize conflict to deal with it more effectively.
   - There are many conflict categories.
   - Different categories highlight different aspects of the conflict.

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(Time will vary)

Conflict Journals

NOTE: This makes a good homework assignment.

Have students classify some of the conflicts in their conflict journals. Which types of conflicts seem to occur most often in their journals?

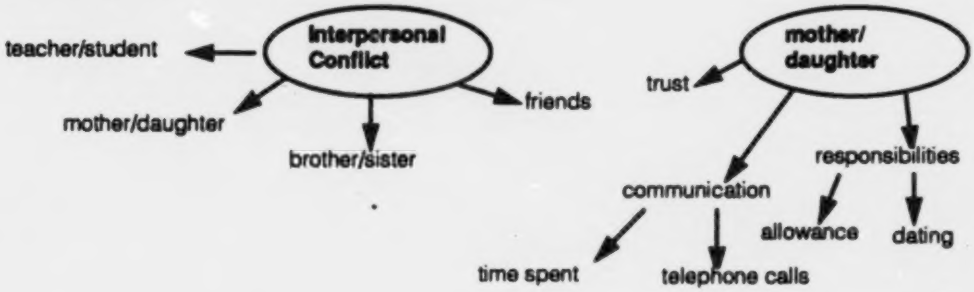
What does that say about the kinds of conflicts they are seeing most often?

How does the type of conflict affect how it is resolved or handled?

Level: A/B/C
(20 minutes)

Conflict Category Webs*

Have students work in groups of three or four to create a web chart based on conflict categories. Each group can brainstorm some types of conflict, then create web charts identifying different aspects of each type of conflict. They can also create interlocking webs that explore specific aspects of the conflict. For example:


Interpersonal Conflict
teacher/student
mother/daughter
brother/sister
friends
mother/daughter
trust
communication
responsibilities
time spent
telephone calls
allowance
dating

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[*] This activity is based on a suggestion by Janet Dutrey, Assistant Principal, Roosevelt Middle School, Vista, CA.

STUDENT HANDOUT

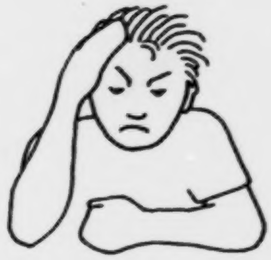
VERSUS VS. VERSUS*

"Versus" means "against." The abbreviation or short form of "versus" is "vs."

We often use the word "versus" to show that people are in a conflict.

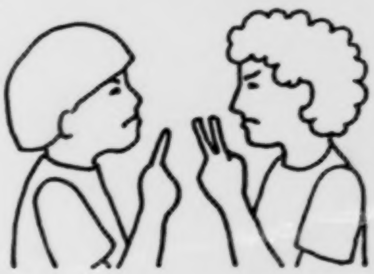
Why would a word that means "against" be used to show that people are in a conflict?

YOU VS. YOU



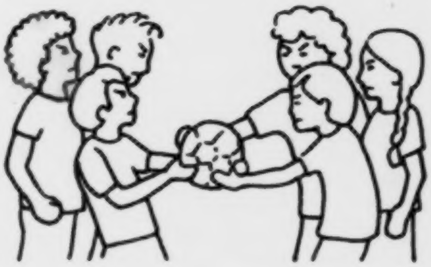
A conflict inside of you is called an "Internal Conflict."

PERSON VS. PERSON



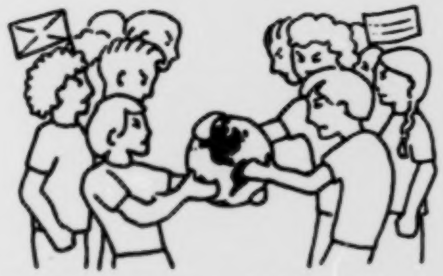
A conflict between two or more people is called an "Interpersonal Conflict."

GROUP VS. GROUP



A conflict between groups of people is called an "Intergroup Conflict."

NATION VS. NATION



A conflict between countries is called an "International Conflict."

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* From William J. Kreidler, ***Elementary Perspectives: Teaching Concepts of Peace and Conflict***(Cambridge, MA: Educators for Social Responsibility, 1990), p. 109.

STUDENT HANDOUT

CONFLICT SORT CARDS

Marla says that Nancy ripped her sweater when she borrowed it. Nancy says that it was ripped when she got it.

Martin asked Rich if he wants to hang out with the guys on Saturday night. Rich can't decide whether to go or not. Some of Martin's friends are pretty tough guys.

The leader of the Serbian forces in the Balkans says that he won't make peace with the Croatians. He says that the leader of the Croatians cannot be trusted.

The boys say that the girls can't play softball during freetime after lunch. The girls say they have a right to play if they want to.

Some of the boys think that the girls should be able to play softball during freetime after lunch. Some of the boys disagree.

The U.S. wants Japan to stop "dumping" electronic goods in the U.S. at prices lower than similar U.S. made goods. It's putting American workers out of work. Japan says it is just practicing "free trade."

Mrs. Jones and her neighbors are getting worried because so many Cambodian refugees are moving into the neighborhood. They think property values will go down and crime will go up.

The school administrators and the faculty senate want to implement a dress code banning "inappropriate" student attire. The Student Council voted against such a dress code.

Mr. Smith is a shop owner who tells a Spanish speaking customer that he won't wait on her until she learns English. The English speaking customers in the store applaud when he says this. The customer leaves confused.

Aiesha has a chance to go to Kenya with a church group, but her parents won't let her go because there is a war on and they feel it's too dangerous.

STUDENT HANDOUT

Tanesha hears a song that she thinks is really offensive to women, but all her friends, both girls and boys, seem to like it, so she doesn't say anything.

Tom's Dad says things about Mexicans that are really racist and insulting. A good friend of Tom's is Mexican, and Tom is ashamed to have him over when his Dad is home.

There are a couple of kids in Dana's homeroom who give the new immigrants from Mexico and Asia a hard time. They mimic their English and tease them as soon as they walk through the door. Dana's teacher has told them to stop, but when his back is turned they keep it up.

Every nation has different laws about fishing. Some countries allow big "drift nets" to catch tuna, but these nets also trap a lot of birds and dolphins. Some people in the U.S. want to boycott goods from countries that allow drift nets.

A group of neighbors does not want a new shopping center across the street from where they live. It will bring in too much traffic and put some local shops out of business. The developers insist that the shopping center will be good for the community.

One boy picks on Mario whenever he walks by. The guys standing near him always laugh. Mario's friends all say, "Don't take that from him. Beat him up!"

NOTES

Classifying Conflict
Conflict Skill Lesson 13

14 Points of View in Conflicts

Lesson in Brief Student explore the various points of view (P.O.V.) on conflict situations and discuss how those P.O.V. affect how the disputants behave in a conflict.

Notes Understanding other people's perspectives or point-of-view is an essential component of defining conflicts and resolving them. The differences of perception in a conflict *are* what the conflict is about. This lesson introduces the concept of P.O.V. and the P.O.V. glasses, i.e., the lenses through which we see the world. Our P.O.V. lenses are colored by our experiences, our goals, our feelings, our values, and our needs.

Objectives Students will be able to:

- identify various points of view in conflict situations;
- describe what influences someone's point of view;
- define the central problem in conflict situations based on hearing the points of view of the disputants.

Activity Type P.O.V. Glasses

Vocabulary *Needs*—The physical, emotional, or psychological drives people want to fulfill.

Values—The beliefs or personal ethics that guide one's behavior.

Perspective—The viewpoint or outlook of a disputant.

Lesson Sequence

- Gathering (Optional)
- Agenda and Vocabulary Review
- Introduce (or Review) P.O.V. Glasses
- Practice Identifying P.O.V. in Conflicts
- Any Additional Activities You May Choose
- Evaluation/Review of Key Points
- Closing (Optional)

Time Needed One class period (minimum 40 minutes), depending on the additional activities you choose.

Handouts *The P.O.V. Glasses; P.O.V. Role Plays (Level A—Lunch Line Laments, Level B—French Class Fracas, Level C—Phys. Ed. Fracas); Additional Activity: Looking at Conflict Through the P.O.V. Glasses*

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(10 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson that you think will be unfamiliar to your students.

Level: A/B/C
(3 minutes)

INTRODUCE (OR REVIEW) P.O.V. GLASSES

Handouts. *Conflict Skits* (Level A, B, or C) from Conflict Skill Lesson 2

> **NOTE:** If this is a review for students, acknowledge at the beginning that they may have been introduced to this concept previously. Explain that this lesson will go into the concept in more depth.

1. Write P.O.V. on the board and explain that it is an abbreviation for Point of View. Point of View means how a person sees a situation—their perspective on the situation or, in a conflict, their side of the story.
2. Ask for two volunteers to act out the appropriate conflict skit—either level A, B, or C. As the volunteers are reading the script, ask the class to look and listen to figure out the P.O.V. of each person. When the actors are ready, have them present the skit.

Discussion

- What do you think ___'s P.O.V. is? What did she do and/or say that makes you think that?
- What do you think ___'s P.O.V. is? What did she do and/or say that makes you think that?
- Did anyone express strong beliefs or values?
- What goals does each person in the conflict have?
- What escalating behavior did you see?
- What do you think each of them is feeling? Why do you think that?
- How do their feelings affect their P.O.V.?

Level: A/B/C
(10 minutes)

INTRODUCTION (OR REVIEW) TO P.O.V. (ALTERNATIVE)

Materials. Before class, arrange for two students to come in late, having a noisy argument about whose fault it is that they are late. (You may also use one of the disputes suggested below.)

1. Write P.O.V. on the board and explain that it is an abbreviation for Point of View. Point of View means how a person sees a situation—their perspective on the situation or, in a conflict, their side of the story.
2. As you are explaining P.O.V., the "late" students should enter. When you tell them they are late, they should role-play their argument. As the incident reaches the top of the escalator, call "Freeze!"

Discussion

- What did you see happen?
- Did anyone see something different than was just described?
- Who started this incident?
- What do you think ___'s P.O.V. is? What did she do and/or say that makes you think that?
- What do you think ___'s P.O.V. is? What did she do and/or say that makes you think that?
- What escalating behavior did you see?
- What do you think each of them is feeling? Why do you think that?
- How is this like actual conflicts you've been involved in?

Alternate Situations

- Three students enter late. You tell them they are late and tell them to sit. They sit on the floor at the front of the classroom. You say, "Not there," and two of them run around the classroom until they get to their seats. The third student goes to his or her seat on hands and knees.
- Two students seated next to each other at the front of the class poke at each other. A third student behind them stands and swats both (gently) with a rolled up paper. Then they each stand up and sit down three times.

Level: A/B/C
(10 minutes)

DISCUSS P.O.V. GLASSES

Handouts. *P.O.V. Glasses*

1. Distribute the *P.O.V. Glasses* handout and refer to it as you present the following mini-lecture on the P.O.V. Glasses:

   Each of us looks at the world through an invisible pair of sunglasses called the P.O.V. Glasses. Everything we see and experience is filtered through these glasses. Several things in our lives contribute to the color of these lenses. Five of the shadings on the P.O.V. Lenses are Needs, Goals, Experiences, Feelings, and Values.

   Needs are the physical and psychological drives that we want to fulfill. Goals are the things we want to accomplish. Experiences are the things that have happened to us. Feelings are the emotional reactions we have to what we're seeing. Values are a combination of our beliefs and the things we think are important.

For example, let's say that you are hungry right before your last period class. That's a physical need that's contributing to your P.O.V. on going to your last period class. You develop a goal to meet that need before you get to class. You want to find something to eat. You know from experience that your friend has some cookies in his or her locker, and you know from experience that your friend is generous. So you find that friend, who says, "No, I only have a few left, and I'm saving them." Your emotional reaction is one of hurt and anger, and it turns to outrage because you strongly believe that friends should share with each other. Your P.O.V. on the conflict then is that your friend has let you down when you needed him or her, and you are disappointed and angry and feel your friend is wrong.

2. Have students work in pairs and take two minutes each to identify a few examples of how these five things have colored their P.O.V. lenses using the following questions as guides. Be sure to signal when two minutes has elapsed.

Discussion

- What types of experiences colored your P.O.V. glasses?
- What people in your life have contributed to your P.O.V. glasses?
- How have your P.O.V. glasses changed since you've been in middle school?

Level: A/B/C (15 minutes)

PRACTICE IDENTIFYING P.O.V. IN CONFLICTS

Handouts. *Role-Play Cards*

1. Divide students into two groups (As and Bs) for Hassle Line Role-Plays. Explain that this time they will be using a technique called "Role Reversal" where they will start out playing one role and then switch and play the other. They will have two minutes to play each role; before they switch roles they will trade *Role-Play Cards*.
2. Distribute *Role-Play Cards* to all the As and all the Bs. Give them a minute to read their role, then have them present their case. Let the role-play go for two minutes, then freeze.

Discussion

- How would you describe your character's P.O.V.?
- How would you describe your opponent's P.O.V.?
- What clues did your opponent give you?

3. Have students trade cards, and give them a minute to read the second role. Then have them role-play for two minutes and freeze.

Discussion

- Now that you've switched roles, how would you summarize each P.O.V.?
- What was easy or hard about changing roles? What did you learn from it?
- In an actual conflict, how would you go about finding out what the other person's P.O.V. was?
- How would you combine the P.O.V.s to define the problem in this conflict?

Level: A/B/C
(2 minutes)

EVALUATION/REVIEW OF KEY POINTS

1. Evaluation: Have volunteers say something they liked about today's lesson.
2. With the class, summarize the key points in this lesson:
   - There are always several P.O.V.s in every conflict situation.
   - Our individual P.O.V.s are like a pair of sunglasses through which we see the world.
   - Many things go into coloring the lenses of our P.O.V. Glasses.

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(Time will vary)

Conflict Journal Activities

Have students go over some of the conflicts in their journals and summarize the main points of view that they see in the conflicts. Discuss how those differing P.O.V.s lead to conflict.

Level: A/B/C
(20 minutes)

Looking at Conflict Through the P.O.V. Glasses

Handouts. *Looking at Conflict Through the P.O.V. Glasses*

NOTE: This makes a good homework assignment.

Distribute the *Looking at Conflict Through the P.O.V. Glasses* handout. Have students work either in pairs or in work groups of three or four to complete the handout. Discuss their answers to the questions, then ask the following discussion questions, either in pairs or with the whole class.

Discussion

- Have you ever had a conflict like this?
- What colored your P.O.V. Glasses?

- How did you feel about having such a different P.O.V. from your friend?
- How did it affect your friendship?
- Were you able to resolve the conflict?

Level: A/B/C
(20 minutes)

More Practice Identifying and Synthesizing P.O.V. in Conflicts

Handouts. *Conflict Skits* or *Role-Play Cards* from previous lessons.

Divide students into work groups of four for role-plays. Distribute *Role-Play Cards* or skits from previous lessons. Two group members act out the role-play. The other two describe what Needs, Goals, Experiences, Feelings, and Values they heard in each disputant's dialogue. They then try to combine the two P.O.V.s into a single problem statement. When they have finished, the role-players become the listeners/problem identifiers, and vice versa. Once they have experience with this activity, students can make up their own P.O.V. conflicts.

STUDENT HANDOUT

THE P.O.V. GLASSES

Each of us looks at the world from our own point of view. It's as if we look through an invisible pair of sunglasses called the P.O.V. Glasses.

Everything we see and experience is filtered through these glasses.

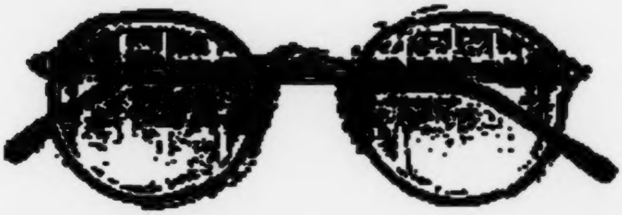
Many things in our lives contribute to the color of these lenses.

Five of the shadings on the P.O.V. Lenses are:

Experiences:

Values:

Goals:



Needs:

Feelings:

STUDENT HANDOUT

LUNCH LINE LAMENTS

The Conflict:

Student A is angry because Student B keeps cutting in the lunch line. Student A confronted Student B and the Lunchroom Monitor has sent them to a corner table to work things out.

Student A:

Almost every day Student B cuts in the lunch line. It's really unfair. The rules say no cutting. You've told the teachers in charge, but there are new ones on duty every day so nothing has changed. Also, it seems to you that Student B gets whatever he or she wants by pushing other people around. She or he has this attitude that they're better than anyone else. Well, you're tired of being pushed around. You've had it!

LUNCH LINE LAMENTS

The Conflict:

Student A is angry because Student B keeps cutting in the lunch line. Student A confronted Student B and the Lunchroom Monitor has sent them to a corner table to work things out.

Student B:

Everyday you have a friend save a place for you in line so that you can eat early. You have a stomach problem and you have to eat your lunch very slowly or you get sick. So you have to get your lunch and start eating early. The teachers and lunchroom aides know this, and let you do it. A couple of your friends know it, but you don't want everyone to know. Student A really bugs you. He or she really has a big mouth and is always minding other people's business.

FRENCH CLASS FRACAS

Conflict:

Student A and Student B had a loud argument in French class. The teacher separated them and sent them to the hall to work things out.

Student A:

Student B is in your French class and is always getting on your case. She or he stares at you, laughs when you make mistakes, groans when you ask questions, and today, pushed your books on the floor. You've had it. You already feel stupid in this class. French is hard for you and you feel like the other kids put you down a lot, especially Student B. But you really want to learn French, because your grandparents speak French, and you want them to be proud of you.

FRENCH CLASS FRACAS

Conflict:

Student A and Student B had a loud argument in French class. The teacher separated them and sent them to the hall to work things out.

Student B:

You have an easy time with French and want to learn as much as you can. You have French speaking relatives and you want them to be proud of you. You hate having to wait for slower students like B that just hold up the whole class. Student B should be in a special class for stupid students. You know that you should have more patience with students like B. After all, you aren't that great at math, but nobody puts you down in math class. All the same, you get frustrated with Student B because you really want to learn.

STUDENT HANDOUT

PHYS. ED. FRACAS

The Conflict:

Student A and Student B were getting ready to fight in the locker room. The phys. ed. teacher stepped in and took them to his office to cool off. Then he ordered them to talk things out.

Student A:

In the locker room after class, Student B came up to you, called you a jerk, and spit on your shirt. You want him to apologize, and you want the shirt cleaned. You don't really know Student B, but you didn't do anything to deserve this. You have been teased in P.E. before, but this time it's gone too far.

PHYS. ED. FRACAS

The Conflict:

Student A and Student B were getting ready to fight in the locker room. The phys. ed. teacher stepped in and took them to his office to cool off. Then he ordered them to talk things out.

Student B:

In class today, Student A shoved you during the game. He also shoved one of your friends. After class you told him to watch out next time. You didn't spit on him, you spit on the floor. You're not going to apologize or clean his shirt. He thinks he's better that anyone else and has a real attitude.

LOOKING AT CONFLICT THROUGH THE P.O.V. GLASSES

The Conflict:

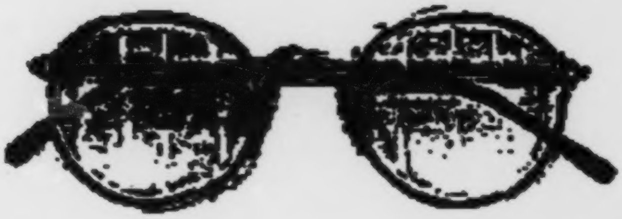
Gail believes strongly that people shouldn't fight with each other. She had a cousin who was killed in a fight, and she thinks fighting never solves anything. In fact, she's involved in a peer leadership project to make the school a more peaceful place. This morning her good friend Renee came up to her and told about being challenged to fight by a third girl. Renee wants Gail's help with this fight. Gail wants to help her friend, but told Renee she wouldn't help her fight. Renee is now very angry at Gail for letting her down.

- What is Gail's P.O.V. in this situation?
- What things color Gail's P.O.V. Glasses?

Experiences:

Values:

Goals:



Needs:

Feelings:

- What do you think Renee's P.O.V. is?
- How might Gail and Renee solve their dispute?

NOTES

Points of View in Conflicts
Conflict Skill Lesson 14

15 Demands and ReallyNeeds*

Lesson in Brief Students learn to distinguish "Demands" from "ReallyNeeds."

Notes This lesson takes students to greater depth in understanding Points of View by helping them learn to identify Demands and ReallyNeeds. (These are known in conflict resolution language as Positions and Interests.) Demands or Positions are what people in a conflict say that they want. ReallyNeeds or Interests are why they want them, their "needs, desires, concerns, and fears." Demands are often mutually exclusive, and people in conflict get stuck at this level, not knowing how to progress further. Being able to distinguish ReallyNeeds from Demands is a powerful tool for students to help them move past the Demands Impasse.

Objectives Students will be able to:

- define Demands and ReallyNeeds;
- identify Demands and ReallyNeeds in conflict situations;
- re-frame negative ReallyNeeds into positive language.

Activity Type Demands and ReallyNeeds

Vocabulary *Demands*—What people in conflicts say that they want.

ReallyNeeds—Why they are making those demands—their needs, desires, concerns, and fears.

Lesson Sequence

- Gathering (Optional)
- Agenda and Vocabulary Review
- Introduce (or Review) Demands and ReallyNeeds
- Practice Identifying Demands and ReallyNeeds
- Any Additional Activities You May Choose
- Evaluation/Review of Key Points
- Closing (Optional)

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* The terms "Demands" and "ReallyNeeds" are adapted from Tom Snyder Productions, *Getting to the Heart of It*, (Watertown, MA: Tom Snyder Productions, 1994), Computer software. They in turn are adapted from the concepts of Positions and Interests in Roger Fisher and William Ury, *Getting To Yes: Negotiating Agreement Without Giving In* (New York: Viking Penguin, 1981,1991).

Time Needed One class period (minimum 40 minutes), depending on the additional activities you choose.

Handouts *Demands and ReallyNeeds Case Studies (Level A—Twin Television Troubles, Level B—Science Project Problems, Level C—What Are Friends For?); Demands and ReallyNeeds Role Plays (Level B—Class Clown Conflict; Level C—Choosing Sides Conflict)*

Materials Demands and ReallyNeeds overheads (Level A—"I need to watch this show on T.V.," Level B—"I'm doing all the work," Level C—"You can't talk that way about Ouida.")

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(3 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson that you think will be unfamiliar to your students.

Level: A/B/C
(15 minutes)

INTRODUCE (OR REVIEW) DEMANDS AND REALLYNEEDS

Handouts. *Case Studies* (Level A, B, or C)

Materials. Demands and Really Needs overhead, overhead projector (if an overhead projector is not available, write the Demands and ReallyNeeds on the board).

> **NOTE:** If this is a review for students, acknowledge at the beginning that they may have been introduced to this concept previously. Explain that this lesson will go into the concept in more depth.

1. Explain to students that this lesson will help them understand more about P.O.V.s. Distribute the appropriate case studies, reminding students that they originally looked at these cases in Skill Lesson 5 when they used the Win-Win Grid. Have students review the case studies.
2. Show the Demands and ReallyNeeds overhead (Level A, B, or C as appropriate), making sure that the Thought Balloon is covered up. Read the two demands. Explain that these are Demands, that is, what the two people in the conflict say that they want. (If you are not using the overheads, write the Demands on the board.)
3. Ask: Why do you think they each are making these Demands? For each character have students suggest some possible reasons for their Demands. After students have made suggestions, read the appropriate case study. Then show the Thought Balloon for each disputant and compare what's written with what students suggested.
4. Write the terms "Demands" and "ReallyNeeds" on the board and explain that Demands are what people in a conflict say that they want. ReallyNeeds are why they want them—their needs, desires, concerns, and fears. Often people get stuck by insisting on their Demands when they could solve their conflict by looking at ReallyNeeds. Today's lesson focuses on how to identify Demands and ReallyNeeds.

Discussion

- What are some examples of common Demands you hear in school?
- What might be the ReallyNeeds behind those Demands?

- How could looking at ReallyNeeds help the people in our example solve their conflict?
- How do feelings affect ReallyNeeds?

Level: B/C
(15 minutes)

PRACTICE IDENTIFYING DEMANDS AND REALLYNEEDS

Handouts. *Demands and ReallyNeeds Role Plays* (Level B or C)

1. Ask for two volunteers to act out a conflict for the group. While the actors are reading over their roles, read the first paragraph to the class on the role-play card, which explains what the conflict is about. Ask the actors to confront each other in their conflict. Also ask them to try to reveal through their dialogue all the information on their cards.
2. When the role-play is complete, have the following discussion.

   Discussion

   - What were the demands in this role-play?
   - How could they solve this conflict based on the Demands?
   - What ReallyNeeds could you identify?
   - Think of the definition of ReallyNeeds: needs, desires, concerns, fears. Can you think of other possible ReallyNeeds?
   - What's difficult about determining ReallyNeeds?
   - If you were one of these disputants, how would you find out the other person's ReallyNeeds?
   - How would you let them know your own ReallyNeeds?
3. Challenge students to come up with a solution that incorporates some of the ReallyNeeds of both disputants. Give them two minutes for this.

   Discussion

   - What solutions did you come up with?
   - How were they different from the kinds of solutions that were based on demands?
   - In what ways was looking at ReallyNeeds helpful?

Level: A/B/C
(2 minutes)

EVALUATION/REVIEW OF KEY POINTS

1. Evaluation: Have volunteers say something they learned in today's lesson.
2. Summarize the key points in this lesson:
   - Demands are what people in a conflict say that they want.
   - ReallyNeeds or Interests are why they want them, their needs, desires, concerns, and fears.

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(Time will vary)

Conflict Journal Activities

Have students choose a conflict from their journal and describe the Demands and ReallyNeeds of the disputants. Did the disputants stay at the level of Demands, or did they move to discuss ReallyNeeds? How might they have resolved the conflict by sharing ReallyNeeds?

Level: A/B/C
(Time will vary)

Writing ReallyWant Comics

NOTE: This is a good homework assignment.

Have students create Conflict Comics where the characters talk about their Demands and ReallyNeeds. They should first state the ReallyNeeds for each character in thought balloons. Then the comic strip should show how the characters get beyond arguing about Demands and explain their ReallyNeeds to each other.

STUDENT HANDOUT

TWIN TELEVISION TROUBLES

Terry and Deena are twin brother and sister. They are both in middle school.

Deena was lying on the couch watching TV. "This movie will be great," she thought. "Just what I need to forget those stuck up girls in gym." Suddenly, Terry came rushing in.

"Deena, I've got to use the TV now. There's a show on that I need to watch for my social studies class, and it started five minutes ago."

Deena laughed. "Oh, give me a break. Like you're supposed to watch TV for Mrs. Reed. She'd be the last person to assign a TV show."

"Well, she did," Terry insisted. "It's about the Civil War, and if I don't report on it I'm in trouble. She gave me the assignment because I need the extra credit. I'm really doing lousy in her class, and if I don't do this she'll kill me. You know how she is!"

"Well, I was here first, so for once I get to be in charge. Besides, you can watch it on Mom and Dad's TV. Or tape it. I've had a tough day, and I really want to watch this movie."

"Their TV is on the blink, and you're using the VCR to watch your movie. Come on, Deena. I really need your help."

STUDENT HANDOUT

SCIENCE PROJECT PROBLEMS

Mara and Reggie have been assigned to work together on a cooperative project for science class. They've known each other for several years, but they haven't worked together before. They haven't been very friendly either.

The project is due in two weeks and they will receive a joint grade. Part of the grade will be based on the content of the project and part of it will be based on how well they work together.

Two days into the project, Reggie is already upset with Mara. Reggie likes to plan ahead, and he hates doing things at the last minute. But he can't get Mara to commit to anything. They agreed the first day that the project would be about solar energy, and they're both doing research. But they haven't decided what the project will be, who will do what, how big a project it will be, when each piece will be done, anything. It's making Reggie crazy.

"I'm not doing this whole thing myself," he said to Mara.

"Will you relax? We have a week and a half. We'll get it done," Mara said.

"When are we going to get it done? We only have a week and a half!"

"My style is different from yours," Mara said. "I need to read my book and think about how the project might look. I get good ideas just letting things percolate in the back of my head. Don't worry, I always get things done."

STUDENT HANDOUT

WHAT ARE FRIENDS FOR?

Christopher and Suzanne are friends who hang around with the same group of friends. One day they were talking together after school when Suzanne started talking about a problem she was having with Ouida, a girl Christopher likes and has just asked out Friday night.

Christopher said, "You know, she's really nice."

"I'm not saying she's not nice," protested Suzanne. "I'm saying I have a problem with her. She has an attitude sometimes."

"Well it makes me mad when you talk that way about someone I like. You're disrespecting her and me."

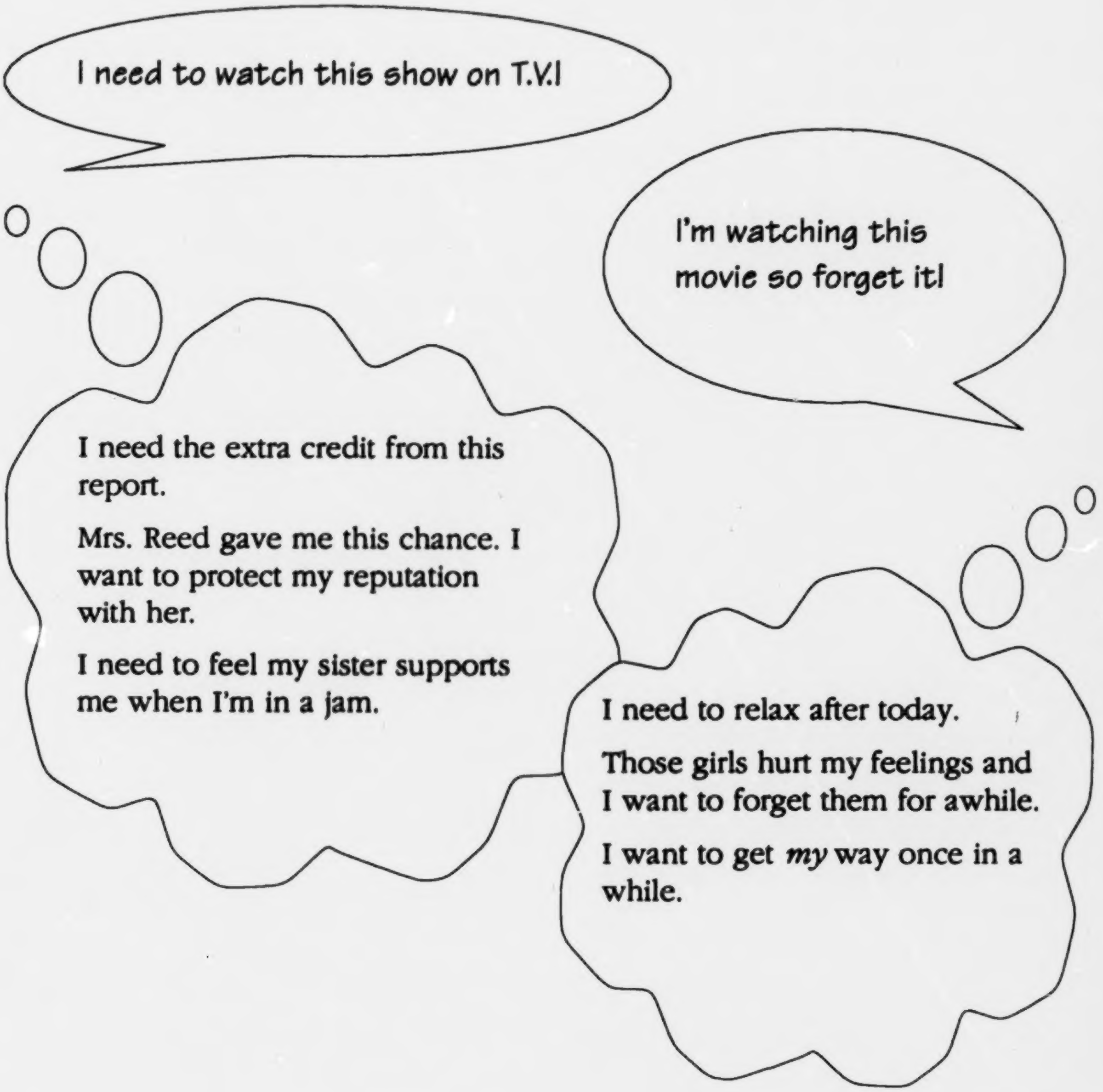
"So when I have a problem with someone I can't talk to you about it, even though we've been friends for years. Is that what you're saying? It makes me mad when someone who is supposed to be my friend won't listen to me."

Christopher felt very frustrated. "I just don't want you talking that way about Ouida!"

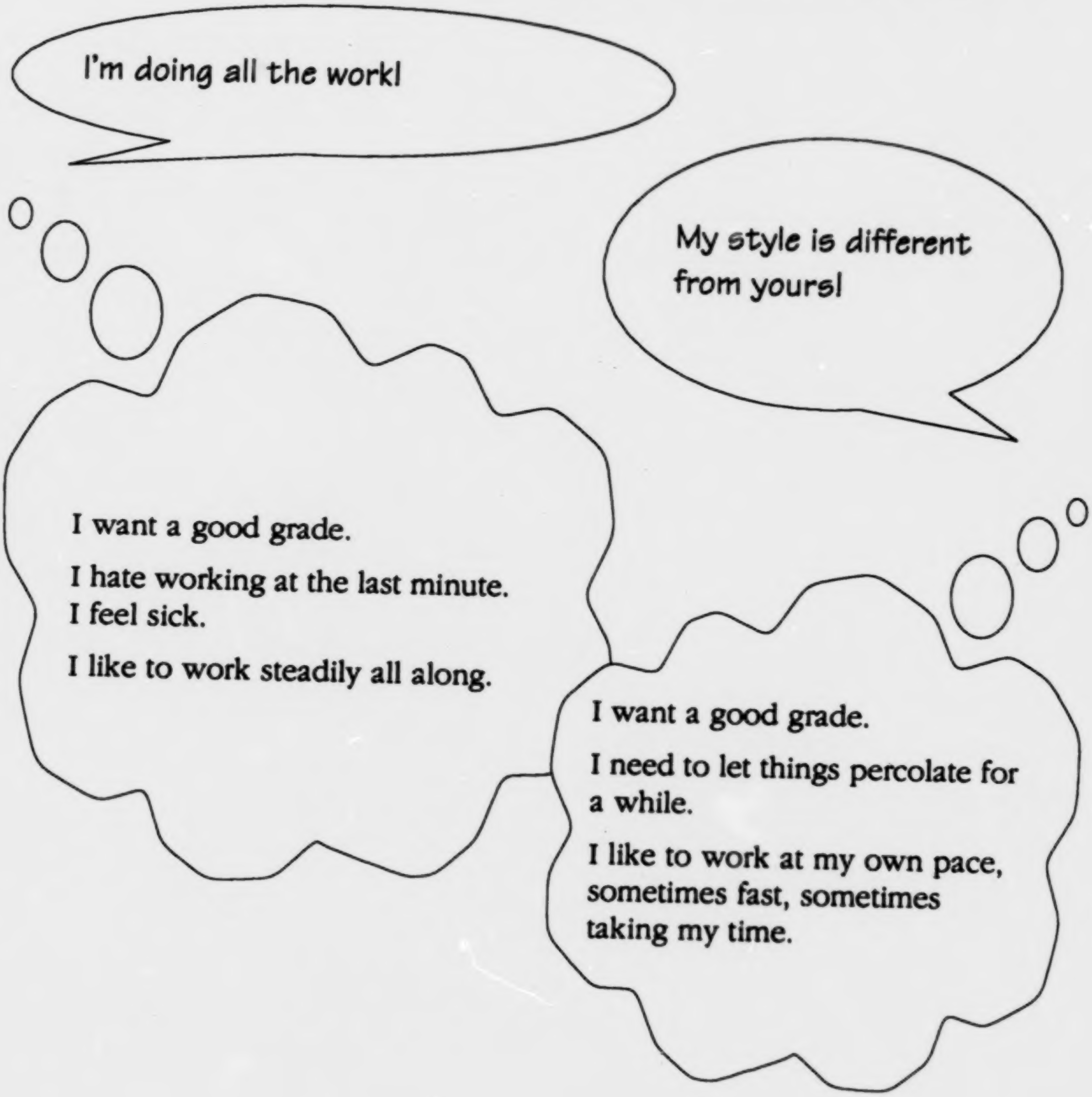
"You can't tell me what to talk about!" Suzanne snapped.

STUDENT HANDOUT

DEMANDS AND REALLYNEEDS OVERHEAD

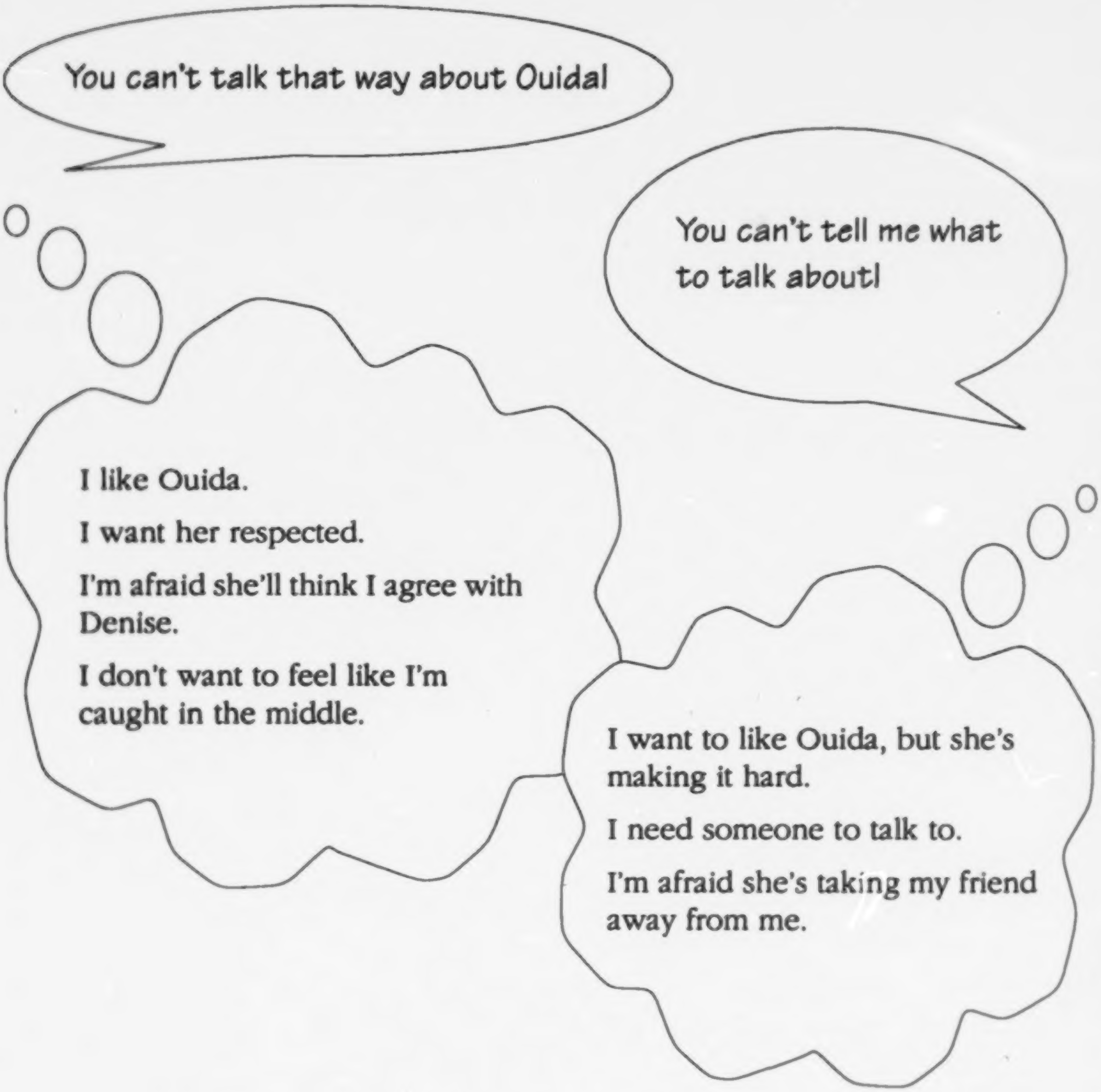

I need to watch this show on T.V.!
I'm watching this movie so forget it!
I need the extra credit from this report. Mrs. Reed gave me this chance. I want to protect my reputation with her. I need to feel my sister supports me when I'm in a jam.
I need to relax after today. Those girls hurt my feelings and I want to forget them for awhile. I want to get *my* way once in a while.

DEMANDS AND REALLYNEEDS OVERHEAD


I'm doing all the work!
My style is different from yours!
I want a good grade. I hate working at the last minute. I feel sick. I like to work steadily all along.
I want a good grade. I need to let things percolate for a while. I like to work at my own pace, sometimes fast, sometimes taking my time.

STUDENT HANDOUT

DEMANDS AND REALLYNEEDS OVERHEAD


You can't talk that way about Ouida!
You can't tell me what to talk about!
I like Ouida. I want her respected. I'm afraid she'll think I agree with Denise. I don't want to feel like I'm caught in the middle.
I want to like Ouida, but she's making it hard. I need someone to talk to. I'm afraid she's taking my friend away from me.

STUDENT HANDOUT

CLASS CLOWN CONFLICT

The Conflict (explain to the group):

The Teacher has a conflict with Student A, who talks and jokes a lot in class. Yesterday the Teacher yelled at Student A, who then stormed out of the class. Now they are meeting in private.

Teacher:

You have a large class with several troublesome students. Student A in particular is the class clown, always talking and fooling around. This encourages other students to fool around. You feel very frustrated with the lack of respect you receive. Even though you dislike shouting and prefer to treat students calmly and maturely, yesterday you lost it. You yelled at Student A in front of the whole class. Student A stomped out shouting that she or he was never coming back. Now things have calmed down, and you are meeting with Student A in private.

CLASS CLOWN CONFLICT

The Conflict (explain to the group):

The Teacher has a conflict with Student A, who talks and jokes a lot in class. Yesterday the Teacher yelled at Student A, who then stormed out of the class. Now they are meeting in private.

Student A:

You feel that the Teacher is always blaming you for every problem and outburst that anyone makes. It seems like the Teacher has it in for you, and no matter what kind of work you do, you get a poor grade. Sure you joke a lot, but you have a good sense of humor. Your joking around keeps other students from making fun of how short you are. You like getting attention, but on your terms, not by being yelled at. When the Teacher yelled at you yesterday, you were embarrassed in front of everyone. You weren't going to take that.

STUDENT HANDOUT

CHOOSING SIDES CONFLICT

The Conflict (explain to the group):

Student 2 has a boyfriend/girlfriend his or her parents don't like. Student 2 wants Student 1 to help him or her lie to the parents. They are talking about it now.

Student 1:

Your friend, Student 2, has a boyfriend/girlfriend of whom his or her parents don't approve. Student 2 keeps asking you to lie to his or her parents about where he or she is. You did lie for him or her once, but you didn't feel good about it. You want to keep your friend, but you don't believe it's right to lie. Besides, you think the parents have a point about this boyfriend/girlfriend. You think Student 2 could do much better.

CHOOSING SIDES CONFLICT

The Conflict (explain to the group):

Student 2 has a boyfriend/girlfriend his or her parents don't like. Student 2 wants Student 1 to help him or her lie to the parents. They are talking about it now.

Student 2:

Your parents don't want you to see your boyfriend/girlfriend. You have asked your best friend, Student 1, to help you lie about your whereabouts to your parents. You think it's okay to lie if a situation is unfair. Besides, friends should stick together and help each other out. You'd do the same for Student 1. He or she did it once, why not again?

NOTES

Demands and ReallyNeeds
Conflict Skill Lesson 15

16 Demands and ReallyNeeds in Conflicts

Lesson in Brief	Students practice distinguishing "Demands" from "ReallyNeeds" and use this information in resolving conflicts.
Notes	Learning to identify and use Demands and ReallyNeeds is an important skill for anyone who wants to learn to handle conflict more effectively. It can also be an elusive skill. This lesson provides students with more practice in identifying Demands and ReallyNeeds, both in case studies and in their own lives.
Objectives	Students will be able to: • identify Demands and ReallyNeeds in conflict situations; • discuss Demands and ReallyNeeds in their own lives.
Activity Type	Demands and ReallyNeeds
Vocabulary	*Demands*—What people in conflicts say that they want. *ReallyNeeds*—Why they are making those demands—their needs, desires, concerns, and fears.
Lesson Sequence	• Gathering (Optional) • Agenda and Vocabulary Review • Find the Hidden Demands • Microlab: Identifying Demands and ReallyNeeds • Any Additional Activities You May Choose • Evaluation/Review of Key Points • Closing (Optional)
Time Needed	One class period (minimum 40 minutes), depending on the additional activities you choose.

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(3 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson that you think will be unfamiliar to your students.

Level: A/B/C
(15 minutes)

FIND THE HIDDEN DEMANDS

1. Explain that Demands can sometimes seem like ReallyNeeds. Read the following situation to students:

   Shawna and Mark are working together on a social studies project about everyday life just prior to the Civil War. They found some diaries from the period and feel like they really understand how young people lived then.

   Shawna wants them to put the information into a skit. She enjoys getting up in front of people and performing. In fact, she plans on becoming an actress. Mark hates this idea of a skit. He hates getting up in front of people, and he's no performer. He's always afraid they're going to laugh at him and tease him. He's been teased before and tries to avoid putting himself in situations where it might happen again. Mark wants them to write a report—no big dramatics, but no risks either.

   Shawna really dislikes this idea. Actually, she's a good writer, but frankly, her grades in social studies haven't been too good this term. She thinks that if they do something big and dramatic the teacher will be sure to give both of them an "A."

2. Write the following on the board:

Shawna says "I want to..."	Mark says "I want to..."
Get a good grade.	Get a good grade.
Put on a skit.	Avoid being teased.
Get attention from my classmates.	Do something safe.
Do something I'm good at.	Write a nice, safe report.
Perform in front of the class.	Not do a skit.
	Avoid risks.

3. Discuss which of the statements listed are Demands and which are ReallyNeeds. Remind them of the definition of each.

   Discussion

   - Looking at Shawna's statement, which do you think might be a Demand? (Put on a skit; perform in front of the class.)
   - Which of Mark's list might be Demands? (Write a nice, safe report; not do a skit.)
   - Why is it important to distinguish between the two? (If they start negotiating based on these lists, Shawna and Mark could end up just going back and forth about whether or not to do a skit and never solve the conflict in a way that meets their important ReallyNeeds.)

Level: A/B/C
(15 minutes)

MICROLAB: IDENTIFYING DEMANDS AND REALLYNEEDS

1. Have students form microlab groups of three or four. Have each student take two minutes to address the following:

   - My Demands and ReallyNeeds in a conflict were...
   - The Demands and ReallyNeeds of the person I was in conflict with were...
   - How our Demands and ReallyNeeds affected our conflict was...

   Be sure to give two minute signals.

   Discussion

   - What did you observe as you did the activity?
   - How did it feel to talk about Demands and ReallyNeeds?
   - Did you have any difficulty determining Demands and ReallyNeeds?

Level: A/B/C
(5 minutes)

EVALUATE/REVIEW OF KEY POINTS

1. Evaluation: Have volunteers say something they liked about today's lesson and something they wish had been different.
2. Summarize the key points in this lesson:

   - Demands are what people in a conflict say that they want.
   - ReallyNeeds are why they want them—their needs, desires, concerns, and fears.
   - It is usually more productive to negotiate around ReallyNeeds than Demands. Demands are often mutually exclusive.

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(Time will vary)

Conflict Journal Activities

Have students choose a conflict from their journal and describe the Demands and ReallyNeeds of the disputants. Did the disputants stay at the level of Demands, or did they move to discuss ReallyNeeds? How might they have resolved the conflict by sharing ReallyNeeds?

Level: A/B/C
(Time will vary)

Writing ReallyNeed Comics

NOTE: This is a good homework assignment.

Have students create Conflict Comics where the characters talk about their Demands and ReallyNeeds. They should first state the ReallyNeeds for each character in thought balloons. Then the comic strip should show how the characters get beyond arguing about Demands and explain their ReallyNeeds to each other.

Level: A/B/C
(15 minutes)

Positive ReallyNeeds

Sometimes it's difficult to frame ReallyNeeds in positive terms. Young people often get stuck saying things like: "Inez ReallyNeeds her stuff not to be bothered by her sister" instead of "Inez ReallyNeeds her stuff to be safe and undisturbed." The former is framed in way that promotes a particular solution, while the latter is more open ended, allowing young people to come up with a variety of solutions.

Have students practice reframing the following:

- Jerome ReallyNeeds his Dad not to get mad at him.
- Angelina ReallyNeeds not to hurt her friend.
- Chang ReallyNeeds not to break up with his girlfriend.
- Florie Ana ReallyNeeds there not to be racial prejudice in her school.
- Arnie ReallyNeeds there to be no fighting or violence in his school.
- Geneva ReallyNeeds not to have to move away from her friends.
- Frederic ReallyNeeds not to be beaten up after school.
- Ito ReallyNeeds not to be teased about his English.

Level: A/B/C
(15 minutes)

The Voice of ReallyNeeds

Have a volunteer come to the front of the room and pretend to be a person in a conflict. Ask the volunteer to face the class and give a Demand. Once the Demand is given, other students take turns standing behind that student and say possible ReallyNeeds behind the Demand, using as much as possible an "I

ReallyNeed..." format. For example, if the Demand is, "You better stop saying stuff about me or else!" the ReallyNeeds might be, "I ReallyNeed to have a good reputation," "I ReallyNeed to feel respected," "I ReallyNeed to feel like I can trust my friends," "I ReallyNeed to _____."

NOTES

Demands and ReallyNeeds in Conflicts
Conflict Skill Lesson 15

17

Beginning to Negotiate

Lesson in Brief	Students use a negotiation process based on separating Demands from ReallyNeeds and developing solutions that meet the important ReallyNeeds of both or all parties.
Notes	Negotiation is a collaborative process where people work out their disputes together. Most of the conflicts students encounter in their lives they will need to handle without third party assistance, so negotiation is a process they will use all their lives. The initial process introduced in this lesson is rather structured and formal, using almost all of the skills students have learned thus far. This formal negotiation will prepare students for more informal negotiations that follow.
Objectives	Students will be able to: • identify the steps of "Win-Win Negotiation"; • practice negotiation in a role-play; • name the five "negotiation guidelines"; • describe how negotiation might be used in a real life conflict.
Activity Type	Negotiation
Prerequisite	Demands and ReallyNeeds (Conflict Skill Lesson 15)
Vocabulary	*Negotiation*—A collaborative approach to problem-solving.
Lesson Sequence	• Gathering (Optional) • Introduce (or Review) Negotiation • Practice Negotiation • Discuss Negotiation Guidelines • Any Additional Activities You May Choose • Evaluation/Review of Key Points • Closing (Optional)
Time Needed	One class period (minimum 40 minutes), depending on the additional activities you choose.
Handouts	*Win-Win Negotiation*

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(3 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson that you think will be unfamiliar to your students.

Level: A/B/C
(10 minutes)

MICROLAB: INTRODUCE (OR REVIEW) INFORMAL NEGOTIATION

NOTE: If this is a review for students, acknowledge at the beginning that they may have been introduced to this concept previously. Explain that this lesson will go into the concept in more depth.

1. Explain that negotiation is a type of conflict resolution where the disputants talk things out in order to reach an agreement. There isn't a third party helping them negotiate; they do it on their own. People negotiate informally all the time.
2. Divide the class into microlab groups of three or four. Each group should choose one person to be a reporter. Each student in the group has two minutes to address the following:
   - A time I negotiated with a friend or family member was...
   - The solution was...
   - How I felt about negotiating and the solution was...
3. Have the whole class discuss the experience with the reporters responding to the following discussion questions:

   Discussion

   - What types of negotiating were talked about in your group?
   - Did negotiating lead to satisfactory solutions?
   - Where did people have trouble negotiating?
   - What did people like about negotiating?

Level: A/B/C
(5 minutes)

INTRODUCE (OR REVIEW) FORMAL NEGOTIATION

Handouts. *Win-Win Negotiation*

NOTE: If this is a review for students, acknowledge at the beginning that they may have been introduced to this concept previously. Explain that this lesson will go into the concept in more depth.

1. Explain that one way to get better at informal negotiation is to practice a more formal or structured type of Win-Win negotiating.
2. Distribute the *Win-Win Negotiation* handout, explaining that the class will be following this negotiation procedure to resolve a conflict. Discuss the steps of Win-Win Negotiation.

Discussion

- How are these steps similar to or different from the CAPS approach?
- Are there steps that are unclear or confusing?

Level: A/B/C (15 minutes)

PRACTICE NEGOTIATING

1. Have students remain in their microlab groups to participate in this activity. Explain the situation:

Each group has just won an all expenses paid vacation anywhere they want to go for two weeks. There are only three conditions:

1) You must use the Win-Win negotiating process to decide where you are going.

2) You can only go to one place, and you must go together and stay together.

3) You must all agree that you want to go there, and you must agree on how you will get there.

(In other words you *can't* divide the two weeks by saying: we'll spend three days in Florida, then three days in Italy, then three days at Marcia's grandmother's house. And two of us are going to fly and one is going to go in a chauffeur-driven limo.) Does everyone understand the ground rules? You will have eight minutes to negotiate.

2. Give students eight minutes to negotiate, then discuss their experience. If you need to, give them two more minutes, but no more. They will learn from the experience even if they don't finish.

Discussion

- What did you notice about trying to negotiate an agreement?
- What was easy for your group?
- What was hard for your group?
- Did you remember to look at Demands and ReallyNeeds? Did that help?
- How did it feel when you came to an agreement?
- For groups that didn't come to agreement, how did that feel?

NOTE: Arrange for groups that didn't finish negotiating an agreement to do so at another time.

Level: A/B/C
(5 minutes)

EVALUATION/REVIEW OF KEY POINTS

1. Evaluation: Ask volunteers to say something that they learned about themselves today.
2. Summarize the key points in this lesson:
   - Negotiation is a way young people can solve their conflicts themselves.
   - There are formal and informal versions of the negotiation process.
   - Both negotiation processes are based on distinguishing Demands from ReallyNeeds and finding solutions that meet the important ReallyNeeds of both or all parties.
   - Certain behaviors are helpful in negotiation: not making Demands and looking for ReallyNeeds; listening and not interrupting; being respectful and not using escalating behaviors such as name calling or putting down.

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(Time will vary)

Conflict Journal Activity—Create A Role-Play

NOTE: This is a good homework assignment.

Have students look for examples of informal negotiation. They should describe these, then see how they compare with the formal Win-Win negotiation described on the handout. Are there ways that people follow those steps even when the negotiation is informal?

WIN-WIN NEGOTIATION

1. Identify Demands and ReallyNeeds.

2. Present and listen.

3. Brainstorm possible solutions.

4. Eliminate solutions that are unacceptable.

5. Choose a solution that will meet everyone's important ReallyNeeds.

6. Make a plan to take action.

NOTES

Beginning to Negotiate
Conflict Skill Lesson 17

18 More on Negotiation

Lesson in Brief	Students use a negotiation process based on separating Demands from ReallyNeeds and developing solutions that meet the important ReallyNeeds of both or all parties.
Notes	Win-Win Negotiation challenges students to use all the conflict resolution skills they have learned thus far. In this lesson, students continue to practice a formal Win-Win Negotiation process. First, they develop Negotiation Guidelines based on their experience with negotiating, then they role-play a formal negotiation.
Objectives	Students will be able to: • identify the steps of "Win-Win Negotiation"; • practice negotiation in a role-play; • name the five "Negotiation Guidelines."
Activity Type	Negotiation
Prerequisite	Demands and ReallyNeeds (Conflict Skill Lesson 15)
Vocabulary	*Negotiation*—A collaborative approach to problem-solving.
Lesson Sequence	• Gathering (Optional) • Introduce (or Review) Negotiation • Discuss Negotiation Guidelines • Practice Negotiation • Any Additional Activities You May Choose • Evaluation/Review of Key Points • Closing (Optional)
Time Needed	One class period (minimum 40 minutes), depending on the additional activities you choose.
Handouts	*Hints for Good Negotiations; Win-Win Negotiation Role-Plays (Level A—Library Liability, Level B—The Curfew Conflict, Level C—Grounded Over Grades); Additional Activity—Vogueville Dress Code Disaster (The Student, The Parent, The Principal, The Teacher)*

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(3 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson you think will be unfamiliar to your students.

Level: A/B/C
(5 minutes)

DISCUSS NEGOTIATION GUIDELINES

Handouts. *Hints for Good Negotiation*

1. Discuss with students the problems or pitfalls they observed in the negotiation process.
    - Where was there potential for escalating the conflict?
    - What contributed (or might have contributed) to its escalation?
    - What behaviors made (or might have made) the disputants angrier?
    - What helped (or might have helped) the conflict de-escalate?
    - What behaviors made (or might have made) the disputants less angry?
2. Distribute the *Hints for Good Negotiation* handout and discuss the five suggestions. Do they make sense based on students' experience negotiating? Are there any they would add?

Level: A/B/C
(30 minutes)

PRACTICE NEGOTIATION

Handouts. *Negotiation Role-Play Cards* (Level A,B, or C)

NOTE: This activity was designed as a large group role-play. It may be done by small groups.

1. Explain to the class that they will be role-playing a negotiation. This role-play is a little different from the ones they have done previously because it involves the whole class. Everyone in the class will play either one role or the other.
2. Divide students into two groups of approximately the same size. Give each student in one group Negotiation Role 1 (either A, B, or C, depending on appropriateness). Give each student in the second group a copy of Negotiation Role 2.
3. Have them proceed with the negotiation as described in the *Win-Win Negotiation* handout. Each group gathers to determine its Demands and ReallyNeeds. Choose one person in the group to be the recorder and write down what the group identifies.

4. After five minutes, have a representative from each group present their Demands and ReallyNeeds to each other. The rest of the class should observe to see what helps this presentation and what hinders it, i.e., what things cause the conflict to escalate or de-escalate, increase or decrease anger, etc.
5. After five minutes, have the class reunite to brainstorm possible solutions to the conflict. Record these on the board. Remind students that the goal of brainstorming is to get as many ideas as possible out, not to judge whether or not they will work. That will come in the next step.
6. After five minutes, end the brainstorm. Have the students return to their original role groups. Explain that they will be going over the possible solutions to evaluate whether or not they meet the ReallyNeeds of one group or the other. There are three ways to evaluate the possible solutions: No Way (draw a line through the idea), Maybe (write a question mark next to the idea), and Possibility (make a check mark by the idea).
7. Go through the list with the class, marking the ideas. Either group may eliminate an idea they dislike, but they must give a reason other than, "We don't like it," or "That won't work." They must say why they don't like it or why it won't work. Keep reminding students that the goal is to come up with a solution that will meet important ReallyNeeds of both parties.
8. When the evaluation is finished, have the class reunite. Ask them to look at the Maybes and the Possibilities and see if they can use those to come up with a solution that meets the important ReallyNeeds of both parties.
9. Once a solution is developed, have students return to their original role groups one last time to see if they feel it is a Win-Win solution.
10. If students are unable to come up with a solution, or if they eliminate all the possibilities during the evaluation period, back up and ask them to reconsider the suggestions they eliminated. Emphasize that the point is to have lots of choices so they can come up with a mutually satisfying (Win-Win) solution.

Discussion

- What did you notice about this negotiation process?
- What parts of the process were difficult?
- What parts were easy?
- Which steps seem most important or valuable to you?
- What would a more informal negotiation look like?

Level: A/B/C
(5 minutes)

EVALUATION/REVIEW OF KEY POINTS

1. Evaluation: Have volunteers summarize the key points in this lesson.
   - Negotiation is a way young people can solve their conflicts themselves.
   - Negotiation should be based on distinguishing Demands from ReallyNeeds and finding solutions that meet the important ReallyNeeds of both or all parties.
   - Certain behaviors are helpful in negotiation: not making Demands and looking for ReallyNeeds; listening and not interrupting; being respectful and not using escalating behaviors such as name calling or putting down.

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(Time will vary)

Conflict Journal Activity—Create A Role-Play

NOTE: This is a good homework assignment.

Using a conflict from their Conflict Journals, have students write a role-play that involves a negotiable conflict. Or, after students have had additional practice with a role-play like "The Vogueville Dress Code Disaster," they can create negotiation role-plays that are set outside their immediate world, such as role-plays that take place in show business, the sports world, international business, history, etc.

Level: A/B/C
(45 minutes)

The Vogueville Dress Code Disaster

Handouts. One set of *The Vogueville Dress Code Disaster* Role Cards for each group of four, with extra copies of the "Student" Role Card

1. Divide students into work groups of four. If you have extra students, make some groups of five. Give each person in the group a Role Card. In groups of five, give the fifth student one of the extra "Student" Role Cards.
2. Have students read their Role Cards and identify their Demands and ReallyNeeds. Before they begin to negotiate, warn them that this negotiation is a little tricky because it involves four parties negotiating. Also explain that there are two ground rules. One, they must pretend they have agreed to the negotiation, so if they get stuck they must keep trying. Two, they may reveal any of the information on their Role Card that they wish. However, they may not show the Role Card to the other party.

3. Give students ten to fifteen minutes to negotiate, then discuss.

Discussion

- What did you notice as you did this negotiation?
- What made it difficult?
- What contributed to escalation in this conflict?
- What skills did you use as you negotiated?
- What did you do to de-escalate the conflict?
- How did having more people affect the negotiation?

STUDENT HANDOUT

HINTS FOR GOOD NEGOTIATIONS

1. Stay Off the Conflict Escalator
    - Be respectful.
    - Avoid words and behaviors that escalate.
2. Talk About ReallyNeeds Instead of Demands
    - When you hear a demand say: "That sounds like a demand."
    - Ask: "What do you really need?"
3. Listen
    - Don't interrupt or act silly.
    - Use what you know about good listening.

LIBRARY LIABILITY

Sandy

You and Andy are having a conflict because Andy lost a library book. You used the book on a report that you are writing together. You took the book out of the library, but Andy borrowed it from you and didn't return it. Now the library is sending you overdue notices. If you don't return the book, you're going to have to pay for it. You don't have the money to pay for the book. Andy used to be a good friend but now you wonder. You did enjoy working on the report with Andy.

LIBRARY LIABILITY

Andy

Sandy says you lost the library book. You're sure that you returned it before the due date. You feel like Sandy is trying to put the blame on you. You have a history of losing and forgetting things. But this time you are sure it isn't your fault the book is missing. You enjoyed working on the report with Sandy, and the two of you have always been good friends. Is this going to wreck your friendship?

THE CURFEW CONFLICT

Mom

Tom wants to stay out late and hang around with his friends. You say, "No." This has created a great deal of tension in the house and communication between you and Tom is difficult. You are worried that Tom will get into trouble, which you know can happen even to a good kid who doesn't mean to get into trouble. You also worry about his safety and feel that it is your responsibility as a parent to know where he is. Tom has good grades, and you want them to stay that way. You do trust Tom, but you don't know all his friends and are not sure you trust them. You are not happy with the tension in the house and wish you and Tom were talking things out.

THE CURFEW CONFLICT

Tom

You want to stay out late and hang around with your friends without having to tell your Mom where you're going. But your Mom says, "No." You have good grades, and you would continue to keep them up. You would also keep up with your jobs around the house. You feel you've proven that you can be trusted, and you feel your friends can be trusted. You know how to say "no" to something foolish or dangerous. You don't understand why you aren't being allowed this freedom when other kids your age have it. The atmosphere in the house is tense, and you and your Mom aren't communicating very well about anything these days.

GROUNDED OVER GRADES

Kindra

You have been in this school for just a few months, and you're having a hard time making friends. You've been unhappy and had a hard time concentrating on your schoolwork. You just failed your most recent math test, and you can't believe it. You've never failed a test in your life! You feel like you've let yourself down and let your parents down. Your mother is a doctor and your father is a lawyer, and they both believe that you should always get top grades. Your father says you can't go out or use the phone for two weeks. But you've just started getting friendly with a couple of the popular girls at school. How can you have a friendship if you can't go out or talk on the phone? Making friends is more important to you than getting good grades right now.

GROUNDED OVER GRADES

Dad

You believe that hard work is the key to success in school and in life. Both you and your wife had to work very hard to get where you are now; she's a doctor and you're a lawyer. Kindra's grades have always been excellent, but since she's been at this new school she hasn't seemed like herself. And now she failed a math test! You want the best for Kindra, and you want her to be able to go to the best college. But she won't get there talking on the phone. You want her to stay home for two weeks and not use the telephone. You don't want to punish her, but she has to keep those grades up.

STUDENT HANDOUT

THE VOGUEVILLE DRESS CODE DISASTER

"THE PRINCIPAL"

Background

At Vogueville Middle School, students are forbidden to wear tee shirts which are "considered by a staff member to be obscene or use questionable language." Students who have worn such tee shirts—usually crude slogans or C.D. cover designs—have been sent home to change.

One day Carlos Mendez wore a tee shirt that a teacher thought was offensive. She sent Carlos home to change. Carlos was outraged, saying his tee shirt was painted by a famous Mexican muralist. The next day Mr. and Mrs. Mendez called the school to protest, but the principal told them the dress code was clear. The following week, the Mendez' told the principal that they were considering suing the school district, claiming that any dress code was a violation of Carlos' right of free speech.

The Superintendent of Schools feels this is escalating out of control. To de-escalate the conflict she is forming a task force of the principal, a teacher, a parent, and a student representative. The Mendez' say that if the task force can come up with an agreement that satisfies the PTA, they won't sue.

The Principal

We've got to keep the dress code as it is. When the kids wear anything they want, the school is disrupted and disorderly. When I came here there was chaos. Test scores were down, teachers were frustrated, and the parents were unhappy. We've worked hard over the past four years to restore order and motivate students to value education. They've told us that they prefer to be in a school environment that is safe, orderly, and productive. The teachers are happier and so are the parents. I won't let this one set of parents destroy all that.

THE VOGUEVILLE DRESS CODE DISASTER

"THE TEACHER"

Background

At Vogueville Middle School, students are forbidden to wear tee shirts which are "considered by a staff member to be obscene or use questionable language." Students who have worn such tee shirts—usually crude slogans or C.D. cover designs—have been sent home to change.

One day Carlos Mendez wore a tee shirt that a teacher thought was offensive. She sent Carlos home to change. Carlos was outraged, saying his tee shirt was painted by a famous Mexican muralist. The next day Mr. and Mrs. Mendez called the school to protest, but the principal told them the dress code was clear. The following week, the Mendez' told the principal that they were considering suing the school district, claiming that any dress code was a violation of Carlos' right of free speech.

The Superintendent of Schools feels this is escalating out of control. To de-escalate the conflict she is forming a task force of the principal, a teacher, a parent, and a student representative. The Mendez' say that if the task force can come up with an agreement that satisfies the PTA, they won't sue.

The Teacher

I support the dress code. I like having the students dressed nicely. It shows respect for school. Do they know that the teachers have a dress code too? It's a way all of us, adults and young people, say that something important goes on here. That's not to say that we enforce the dress code well. Personally, I don't find tee shirts disruptive, although they may be annoying and offensive. But other people take offense more easily than I do, and that's their right. Even though I support the dress code, I hate to have a student miss class because of a tee shirt. I can't honestly say that the dress code is more important than being in class.

STUDENT HANDOUT

THE VOGUEVILLE DRESS CODE DISASTER

"THE PARENT"

Background

At Vogueville Middle School, students are forbidden to wear tee shirts which are "considered by a staff member to be obscene or use questionable language." Students who have worn such tee shirts—usually crude slogans or C.D. cover designs—have been sent home to change.

One day Carlos Mendez wore a tee shirt that a teacher thought was offensive. She sent Carlos home to change. Carlos was outraged, saying his tee shirt was painted by a famous Mexican muralist. The next day Mr. and Mrs. Mendez called the school to protest, but the principal told them the dress code was clear. The following week, the Mendez' told the principal that they were considering suing the school district, claiming that any dress code was a violation of Carlos' right of free speech.

The Superintendent of Schools feels this is escalating out of control. To de-escalate the conflict she is forming a task force of the principal, a teacher, a parent, and a student representative. The Mendez' say that if the task force can come up with an agreement that satisfies the PTA, they won't sue.

The Parent

It seems to me that this dress code is not enforced consistently and is sometimes kind of silly. I mean, my son was sent home for nothing more than wearing a tee shirt with a heavy metal band's name on it. I had to leave work to pick him up. I know other parents who've missed work and even been docked pay because of it. Does that make sense? The kids should be at school, and we should be at work. I'm glad the school has such high standards for school work, but how will the kids learn if they're not in class? What one teacher finds offensive another may not even notice.

STUDENT HANDOUT

THE VOGUEVILLE DRESS CODE DISASTER

"THE STUDENT"

Background

At Vogueville Middle School, students are forbidden to wear tee shirts which are "considered by a staff member to be obscene or use questionable language." Students who have worn such tee shirts—usually crude slogans or C.D. cover designs—have been sent home to change.

One day Carlos Mendez wore a tee shirt that a teacher thought was offensive. She sent Carlos home to change. Carlos was outraged, saying his tee shirt was painted by a famous Mexican muralist. The next day Mr. and Mrs. Mendez called the school to protest, but the principal told them the dress code was clear. The following week, the Mendez' told the principal that they were considering suing the school district, claiming that any dress code was a violation of Carlos' right of free speech.

The Superintendent of Schools feels this is escalating out of control. To de-escalate the conflict she is forming a task force of the principal, a teacher, a parent, and a student representative. The Mendez' say that if the task force can come up with an agreement that satisfies the PTA, they won't sue.

The Student

I don't think there should be a dress code. The teachers never give us any credit for being able to do anything. They won't even let us make decisions about what to wear to school. It's really insulting. I'm proud that I go to a good school, and I'm glad the school has gotten over its bad reputation. But what difference does it make what we wear? That doesn't affect what we learn. I know some kids support the dress code. Some of the girls think some of the tee shirts the guys wear are offensive, and I don't think those shirts should be allowed. But now teachers have total control to decide what's offensive, and I don't think that's right.

NOTES

More on Negotiation
Conflict Skill Lesson 18

19 Beginning to Mediate and Arbitrate

Lesson in Brief	Students practice conflict resolution skills by acting as mediators in role-play situations.
Notes	For many young people, conflict resolution means some kind of third party intervention, usually an adult authority who controls the situation and helps the disputants come to an agreement. Two common types of third party dispute resolution are mediation and arbitration. Although the two terms are often used interchangeably, they are not the same. In mediation, a neutral third party helps the disputants by creating an environment where they can solve their own problem. The mediator doesn't solve the problem for them. In arbitration, the process is much the same, except that an arbitrator does solve the problem for the disputants. This lesson introduces students to third-party dispute resolution, focusing on mediation.
Objectives	Students will be able to: • define mediation and arbitration; • identify the steps in mediation; • identify the qualities of a peacemaker.
Activity Type	Mediation, Arbitration
Prerequisites	Win-Win Grid (Conflict Skill Lesson 12); Active Listening (Conflict Skill Lesson 8); Demands and ReallyWants (Conflict Skill Lesson 15); Negotiation (Conflict Skill Lesson 17)
Vocabulary	*Mediation*—resolving conflicts with the assistance of a neutral third party who does not influence the solution. *Arbitration*—resolving conflicts with the assistance of a neutral third party who directs the solution.
Lesson Sequence	• Gathering (Optional) • Introduce (or Review) the -Ate Words • Introduce (or Review) the Qualities of a Mediator or Arbitrator • Introduce (or Review) the Mediation Process • Evaluation/Review of Key Points • Closing (Optional)
Time Needed	One class period (minimum 40 minutes), depending on the additional activities you choose.
Handouts	*The Win-Win Mediation Process, Qualities of a Peacemaker: Mediator or Arbitrator, Model Mediation Script*

Materials

Peacemaker Kit—place the following objects in a box or suitcase: a yardstick, a pair of rubber ears (from a joke shop), a pair of cowboy boots and a pair of ballet slippers (or two distinctly different pairs of shoes), a bag of Hershey's Kisses®, and a roll of masking tape.

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(3 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson that you think will be unfamiliar to your students.

Level: A/B/C
(5 minutes)

INTRODUCE (OR REVIEW) THE -ATE WORDS

NOTE: If this is a review for students, do the quick Review Activity that follows, then do the mediation role-play.

1. Write the words "Negotiate," "Mediate," and "Arbitrate" on the board. Ask students to define Negotiate. Explain that Mediate and Arbitrate are two other ways of resolving conflicts.
   - Mediation is when a neutral third party, called a mediator, helps people resolve their conflict. The mediator does not resolve the conflict for the people; he or she helps them solve the problem themselves.
   - Arbitration is when a neutral third party, called a arbitrator, helps people resolve their conflict. The arbitrator listens to both sides and helps them talk together, but unlike a mediator, the arbitrator does resolve the conflict for the people.
2. Give students the following examples and ask them to identify negotiation, mediation, and arbitration:
   - Urvashi, Lea, and Kate were supposed to put up a bulletin board display together, but they couldn't agree on what the theme should be. They finally went to their teacher Mr. Nunez and asked him to choose the bulletin board theme.
   - Leroy and Jonas were arguing about what they were doing for their social studies project. After two weeks they realized they hadn't made any progress, and they only had a week left to do the project. They sat down together and worked out an agreement.
   - Ricardo and Diana were playing on the same softball team, but they both wanted to pitch. They were shouting at each other. Finally Linda came up and helped them work out a solution to the problem.

Discussion

- Have you ever used one of these conflict resolution approaches?
- What are some other ways of resolving conflicts that are not on this handout?

Level: A/B/C
(20 minutes)

INTRODUCE (OR REVIEW) THE QUALITIES OF A MEDIATOR OR ARBITRATOR*

Materials. Create a Peacemaker Kit by placing the following objects in a box or suitcase: a yardstick, a pair of rubber ears (from a joke shop), a pair of cowboy boots and a pair of ballet slippers (or two distinctly different pairs of shoes), a bag of Hershey's Kisses®, and a roll of masking tape.

NOTE: If this is a review for students, do the quick Review Activity in Skill Lesson 20, then do the mediation role-play.

1. Ask students what qualities a good mediator or arbitrator should have, or ask: If you were going to someone who was going to mediate a conflict you had, what would you want them to be like? As students come up with suggestions, list them on the board.
2. Show the Peacemaker Kit and explain that it contains some props representing four qualities essential for an effective mediator or arbitrator.

   As you discuss each prop in the Peacemakers Kit, refer to it if it has a quality similar to one on the class' list.
3. Tell students the first quality is that a mediator or arbitrator is neutral, fair, and unbiased. Demonstrate by balancing the yardstick on your forefinger. Explain that the peacemaker is responsible for keeping things balanced and fair and doesn't lean to one side or the other. If he or she does, the balance is lost and the process is upset.
4. Tell students the second quality is that a mediator is a good listener. Demonstrate by showing the rubber ears and explaining that we've already talked about how important listening is in resolving conflicts. When you're helping other people resolve their conflicts it is particularly important to listen well.
5. Tell students that a mediator treats the people in the conflict with respect and tries to understand their P.O.V.s. Show the two pairs of shoes and explain that the mediator needs to try to stand in the shoes of the disputants, no matter how different those shoes are. As a mediator, you might not agree with someone, but you try to understand their feelings and P.O.V. You might not like the shoes they wear, but you need to show the disputants you understand that the shoes they wear are important to them.

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* From *Peer Mediation: Conflict Resolution in Schools* (Program Guide, pp. 49-51) by Fred Schrumpf, Donna Crawford, and H. Chu Usadel, 1991, Champaign, IL: Research Press. © 1991 by the authors. Adapted by permission.

6. Tell students that a mediator helps disputants work together. Ask for two volunteers to come to the front of the room. Hold up the bag of Hershey's Kisses® and explain the task to the two students:

   Your goal is to earn as many Hershey's Kisses® as you can in 30 seconds. The way you earn Kisses® is to get into this position with each other (show an arm wrestling position but do not use the term "arm wrestling"). Each time you touch the back of the other person's hand to the desk, you earn a Hershey's Kiss®. Remember, the goal is to earn as many Kisses® as you can in 30 seconds. I'll give you a starting signal and a stop signal.

7. Give the students a starting signal. They will probably compete.

   After 30 seconds, tell them to stop. Ask: Did you work together or against each other? How could you have worked together? Show how you could complete the task in a cooperative way. What would have been the result of working together?

8. Tell students that a mediator keeps information confidential. Show the masking tape, tear off a piece, and put it over your mouth. Then remove it and explain: One way mediators build trust is by showing that they can keep the problems they hear confidential.

9. Finish the activity by distributing Hershey's Kisses® to the class.

Level: A/B/C
(15 minutes)

INTRODUCE (OR REVIEW) THE MEDIATION PROCESS

Handouts. *Win-Win Mediation Process*, three copies of the *Model Mediation Script*

NOTE: If this is very familiar to your students, proceed to Conflict Skill Lesson 20.

1. Distribute the *Win-Win Mediation Process* handout. Briefly have students compare the steps in the mediation process with the steps in the Win-Win Negotiation process.

2. Have student volunteers present the Win-Win Mediation Process by acting out the *Model Mediation Script*. The different steps in the Win-Win Mediation Process are indicated in the script, but the actors should not indicate when the various steps are being enacted. That will be part of the discussion that follows.

Discussion

- How did the mediators apply Step One (Opening) in the role-play?
- Are the mediators adhering to our Qualities of a Peacemaker?
- Continue with each of the steps in the Win-Win Mediation Process.
- Do you think that Michael and Sondra came up with a Win-Win solution?
- Are there other solutions that they might have come up with?

Level: A/B/C
(5 minutes)

EVALUATION/REVIEW OF KEY POINTS

Evaluation: Have volunteers summarize the key points in the lesson.

- Mediation and artbitration involve a neutral third party in the conflict resolution process.
- A mediator does not make a decision for the disputants, while an arbitrator does.
- Mediation and arbitration are collaborative processes and require the willingness of the disputants to work.

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

STUDENT HANDOUT

WIN-WIN MEDIATION PROCESS

1. Opening

2. Gather Information—Facts and Feelings

3. Determine ReallyNeeds

4. Generate Possible Solutions

5. Evaluate Possible Solutions and Choose One

6. Make a Plan

STUDENT HANDOUT

QUALITIES OF A PEACEMAKER:
MEDIATOR OR ARBITRATOR

1. Neutral, Fair, Unbiased

2. A Good Listener

3. Treats Disputants with Respect and Tries to Understand Their P.O.V.

4. Helps Disputants Work Together

5. Keeps Things Confidential

STUDENT HANDOUT

MODEL MEDIATION SCRIPT*

1. OPENING

Mediator: Hello, my name is _____, and I am your mediator today. Michael and Sondra, I welcome you both to mediation. Let me explain the ground rules. First, I remain neutral—I do not take sides. Second, everything in the mediation is kept confidential. What is said in mediation is not discussed outside this room. Third, each person takes turns without interruption. There is no name calling or put-downs. Finally, you agree to try your best to reach an agreement. Sondra, do you agree to these rules?

Sondra: Yes.

Mediator: Michael, do you agree to the rules?

Michael: Yeah.

2. GATHER INFORMATION—FACTS AND FEELINGS

Mediator: Sondra, why don't you go first, and tell me what happened?

Sondra: Michael and I were arguing in the hallway. I got mad and threw my books at him. Then he shoved me against the lockers and was yelling at me when Mrs. Thomas saw us. She suspended Michael. I never fight with anyone—I just got so frustrated with Michael, I lost control.

Mediator: You say you were frustrated and threw your books at Michael. Mrs. Thomas saw Michael shove you and suspended him. How did you feel when that happened?

Sondra: I felt angry at first, then I felt bad that Michael got in trouble because I was the one who started the fight. Now we aren't talking, and nothing I do seems to help.

---

* From *Peer Mediation: Conflict Resolution in Schools* (Program Guide, pp. 49-51) by Fred Schrumpf, Donna Crawford, and H. Chu Usadel, 1991, Champaign, IL: Research Press. © 1991 by the authors. Adapted by permission.

Mediator: Sondra, you say you're sorry Michael was suspended and you're still frustrated. Michael, tell me your point of view on the problem.

Michael: Sondra is always getting mad at me. We're in this talent contest together and are rehearsing a dance piece. I missed one practice, and she turns it into a war.

Sondra: It was more than one. You're so irresponsible. You're either late for practice or you don't even bother to come, and you never tell me if you're not coming.

Mediator: Sondra, it's Michael's turn to talk. Please don't interrupt or use putdowns. Michael, you missed a rehearsal, and Sondra got angry. Tell me more about that.

Michael: Sondra takes the game much too seriously. She needs to lighten up. She thinks just because we're dance partners I belong to her. She's always bossing me.

Mediator: Michael, are you saying that you want Sondra to be less bossy?

Michael: Yes. This talent show isn't my whole life.

Mediator: Sondra, do you have anything else you want to add?

Sondra: Michael doesn't take this talent show seriously. I want him to think about how I feel when he stands me up at practice.

Mediator: Sondra, you want Michael to understand your feelings when he doesn't come to practice and doesn't tell you he won't be there.

Sondra: Yes, that's what I want.

Mediator: Michael, do you have anything to add?

Michael: No.

3.DETERMINE REALLYNEEDS

Mediator: Sondra, what do you really need?

Sondra: Like I said, I want him to come to practice and tell me when he won't be there. But mostly he should come to practice.

Mediator: Why do you need that?

Sondra: I want us to practice so we'll be good in the talent contest. I want to win that $100. And I want us to look good in front of everyone. I don't want us to look like fools.

Mediator: Michael, what does Sondra ReallyNeed?

Michael: What do you mean?

Mediator: What did you hear her say that she ReallyNeeds?

Michael: Well, she wants us to do a good job in the talent contest. She wants to win $100. She wants me to practice and to let her know if I'm not going to be there or if I'm going to be late.

Mediator: Michael, what do you ReallyNeed?

Michael: I want her to lighten up. I'm willing to practice. I mean, I agreed to be in this talent show didn't I?

Mediator: Is there anything else you ReallyNeed?

Michael: I want to do a good job. I'd like to win the $100 as much as she does. And I want us to look good too. But I don't want all this pressure.

Mediator: Sondra, what does Michael ReallyNeed?

Sondra: He wants to do well in the talent contest and to win the $100, but he wants for me to not pressure him.

Mediator: Sondra, is what you're doing now getting you what you ReallyNeed?

Sondra: No.

Mediator: Michael, is what you're doing now getting you what you ReallyNeed?

Michael: No.

4.GENERATE POSSIBLE SOLUTIONS

Mediator: It sounds like you both want to do well in the talent contest and you are willing to practice your dance routine in order for that to happen. Now, I want you both to think about what you can do to help solve your problems. We'll make a list of possible solutions by brainstorming. The rules for brainstorming are to say any ideas that come to mind, not to judge or discuss the ideas, and to look for as many ideas as possible that might satisfy both of you. Ready? What can you do to solve this problem?

Michael: I could stop skipping rehearsals.

Sondra: And let me know if you can't make it.

Michael: We could practice before school if we miss a practice.

Sondra: I could stop yelling at Michael.

Mediator: What else could you do to solve the problem?

Sondra: We could set up a schedule for rehearsals.

Michael: I could take the contest more seriously. . . I guess I really didn't act as if it mattered to me.

Mediator: Can you think of anything else?

Sondra: No.

Michael: No.

5. EVALUATE POSSIBLE SOLUTIONS AND CHOOSE ONE

Mediator: Which of these ideas will probably work best?

Michael: Well, practicing before school would be hard because I already have a hard time getting up that early.

Sondra: If I don't yell at Michael and stop calling him all the time, he probably would like practice better.

Mediator: Can you do that?

Sondra: If I get upset about something, I could write Michael a note to explain. . . and then we could talk about the problem instead of arguing. Michael could do the same if he's upset about something.

Mediator: Michael, would this work for you?

Michael: It would be better than yelling.

Mediator: What else are you willing to do?

Michael: Well, with the contest coming up. . . I would be willing to practice after school and on Saturday mornings to make up for the times I've missed.

Mediator: Sondra, are you willing to do that?

Sondra: That practice schedule would be hard work, but I'll do it. I think we can win if we practice really hard. We also need to let each other know if we need to cancel.

Mediator: How would that work?

Michael: We could either call each other or leave notes in each other's lockers.

Mediator: Sondra, do you agree that would help?

Sondra: Yes.

Mediator: You both agree to practice after school on a schedule, and on Saturdays. What about time?

Sondra: How about at 4:00 during the day and at 10:00 on Saturday?

Michael: Okay.

Mediator: You both agree to call or leave a note if you need to cancel practice. You both agree if you have a problem in the future, you will write a note to explain the problem and then try to work it out by talking.

6. MAKE A PLAN

Mediator: (Writes up the agreement, then hands it to Sondra and Michael to sign.) Please look this agreement over to be sure it is correct, then sign it. (Sondra and Michael sign, then the mediator signs. Mediator shakes hands with Sondra then Michael.) Thank you for participating in mediation. Would you two like to shake hands? (Michael and Sondra shake.)

NOTES

Beginning to Mediate and Arbitrate
Conflict Skill Lesson 19

20

More on Mediation and Arbitration

Lesson in Brief

Students practice conflict resolution skills by acting as mediators in role-play situations.

Notes

This lesson gives students an opportunity to practice third-party dispute resolution. Having discussed the qualities of a peacemaker and discussed and observed the mediation process, students are now ready to try mediation themselves. Like negotiation, mediation requires that they use all the conflict resolution skills they've learned. The goal of this lesson is to give students practice in pulling together what they've learned. It's goal is not to teach them how to be peer mediators—that would require longer and more in-depth training.

Objectives

Students will be able to:

- define mediation and arbitration;
- identify the steps in mediation;
- use the mediation process in a role-play.

Activity Type

Mediation, Arbitration

Prerequisites

Win-Win Grid (Conflict Skill Lesson 12), Active Listening (Conflict Skill Lesson 8), Demands and ReallyNeeds (Conflict Skill Lesson 15), Negotiation (Conflict Skill Lesson 17)

Vocabulary

Mediation—resolving conflicts with the assistance of a neutral third party who does not influence the solution.

Arbitration—resolving conflicts with the assistance of a neutral third party who directs the solution.

Lesson Sequence

- Gathering (Optional)
- Introduce (or Review) the -Ate Words
- Practice Mediation through Role-Playing
- Any Additional Activities You May Choose
- Evaluation/Review of Key Points
- Closing (Optional)

Time Needed

One class period (minimum 40 minutes), depending on the additional activities you choose.

Handouts

Mediation Role-Play (Level A—Bicycle Bickering, Level B—Honor Roll Rivals, Level C—Bad Attitude Blues)

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(3 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson you think will be unfamiliar to your students.

Level: A/B/C
(10 minutes)

REVIEW OF THE -ATE WORDS (OPTIONAL)

Handouts. If you did not distribute them in the previous lesson you will need *Qualities of a Peacemaker* and *Win-Win Mediation Process*.

1. Write the words "Negotiate," "Mediate," and "Arbitrate" on the board. Ask students to define Negotiate. Explain that Mediate and Arbitrate are two other ways of resolving conflicts.
    - Mediation is when a neutral third party, called a mediator, helps people resolve their conflict. The mediator does not resolve the conflict for the people, he or she helps them solve the problem themselves.
    - Arbitration is when a neutral third party, called a arbitrator, helps people resolve their conflict. The arbitrator listens to both sides and helps them talk together, but unlike the mediator, the arbitrator does resolve the conflict for the people.
2. If you did not do this in the previous lesson, distribute the *Qualities of a Mediator* handout. Review the qualities and ask students why each quality is important.
3. If you did not do this in the previous lesson, distribute the *Win-Win Mediation Process* handout. Review the steps with the class.

Level: A/B/C
(30 minutes)

PRACTICE MEDIATION THROUGH ROLE-PLAYING

Handouts. *Mediation Role-Play Cards* (Level A, B, or C); *Win-Win Mediation Process*

1. Explain to the class that they will be practicing the Win-Win Mediation Process by role-playing. The role-plays will be in groups of four with the following roles:
    - Mediator (follows the *Win-Win Mediation Process* handout)
    - Disputant 1 (uses the first role card from the appropriate level)
    - Disputant 2 (uses the second card from the appropriate level)
    - Observer (watches and listens to determine what specific behaviors on the part of the mediator help the disputants solve their problem)

2. Divide students into groups. If necessary, you may have some groups of five, with two observers instead of one. Have students choose roles, or if necessary, you may assign roles to group members. Once students are in groups and understand their tasks, begin the role-play.
3. As students role-play, move from group to group to observe where students have difficulty. Leave about ten minutes for the discussion.
4. When students have finished, process the role-play by having the students report to the class. Begin by having all the mediators report what resolution their disputants came up with. Next, have each disputant describe their experience in the mediation. Finally, have the observers report what specific behaviors they observed that helped the disputants solve their problem.

Discussion

- What did you learn doing this role-play that you didn't know before?
- Did anything surprise you as you participated in the mediation process?
- What were difficult things about the process for you?
- What would happen if the disputants kept interrupting each other and getting mad at each other, refusing to follow the ground rules?
- What could you do if the disputants have no idea how to solve their problem?

Level: A/B/C
(5 minutes)

EVALUATION/REVIEW OF KEY POINTS

Evaluation: Have volunteers summarize the key points in the lesson.

- Mediation and arbitration involve a neutral third party in the conflict resolution process.
- A mediator does not make a decision for the disputants, while an arbitrator does.
- Mediation and arbitration are collaborative processes and require the willingness of the disputants to work.

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(Time will vary)

Journal Activities

Students can practice mediation by choosing a conflict from their journals and writing a mediation script or role-play based on it. They should take care to change the names of the disputants and some of the details of the conflict to protect the privacy of the people involved.

Have students look for examples of arbitration and record them in their journals. Encourage them to examine the arbitration and describe how they feel it went, e.g., was the arbitrator neutral? Did he or she facilitate problem-solving? Was the solution a Win-Win?

Staying neutral may be an important quality in a mediator and arbitrator, but it isn't always easy. Have students experiment with trying to remain neutral during a difficult situation. Ask them to describe in their journals what it was like trying to remain neutral, how it was difficult, and what they did to help themselves stay neutral.

Level: A/B/C
(10 minutes)

Which Is It? Mediation, Arbitration, Negotiation?

Have students classify the following as Mediation, Arbitration, or Negotiation:

- The workers in a large factory are members of a labor union. There are different factions in the union, and they cannot agree about what demands to make in the upcoming contract discussions with the management of the factory. Finally, the union leadership calls a meeting with representatives of the different factions so that they can work out their differences and present a united front during contract discussions.
- Andy and Sheila are second graders arguing over who gets to play with a truck. Their teacher comes over and tells them that since Sheila had the truck first she can play with it for ten minutes. Then she must give it to Andy.
- Two boys on the basketball team are constantly arguing and putting each other down. Several times it has interfered with a game. One day after practice, the coach sat them down and had them talk out the problems they had with each other. It turned out that these problems went back several years, but once the boys talked about it, they were able to work out an agreement.
- After several years of civil war, the warring parties in the Balkans sat down with neutral representatives from the United Nations. The U.N. representatives suggested a process the parties could use to resolve their disputes with each other.
- Kiesha and Mona had a fight and they hadn't spoken to each other for over a week. They'd been friends since the third grade and each really missed the other. Finally, Kiesha called Mona and said, "Let's try to work this out. I miss my good friend."
- Representatives of the factory workers and representatives of management have been talking for days, trying to work out a new contract. So far they haven't made any progress, but they keep trying.

- Representatives of the factory workers and representatives of management have been talking for days, trying to work out a new contract. So far they haven't made any progress. Finally they decide they need help. They arrange for a neutral third party to help them come to a resolution, and both sides agree that they will abide by whatever that neutral third party tells them to do.

Level: A/B/C
(Time will vary)

Annie Arbitrator

NOTE: This makes a good homework assignment.

Annie Arbitrator is a fictional newspaper columnist along the lines of Ann Landers or Dear Abby. Have students write two letters to her, describing a conflict. The first letter should give the P.O.V. of one disputant, the second should give the P.O.V. of the other disputant. Then students should trade letters with another student and write a response from Annie Arbitrator in which she offers a solution or solutions to the conflict.

STUDENT HANDOUT

BICYCLE BICKERING

Situation:

Disputant A lent Disputant B his or her bicycle. While B was using the bike, the chain broke. Disputant B crashed the bike, and now it has a bent front wheel. Now they disagree about who should pay to have the bike fixed.

Disputant A:

You feel that Disputant B should pay to have the bike fixed. He or she says the chain was rusty, but it wasn't that bad. You think B was just careless about riding it. Your family can't afford to buy a new bike or to get this one fixed.

Background:

You and Disputant A have been friends for years, but this is not the first time he or she wrecked something of yours. B always treats your stuff carelessly. You sometimes feel that if B really liked you, he or she would treat your things more respectfully.

BICYCLE BICKERING

Situation:

Disputant A lent Disputant B his or her bicycle. While B was using the bike, the chain broke. Disputant B crashed the bike, and now it has a bent front wheel. Now they disagree about who should pay to have the bike fixed.

Disputant B:

You feel that you shouldn't have to pay to fix the bike. The chain was really rusty, and you don't think it's your responsibility. You think A hasn't taken proper care of the bike, and now he or she is more worried about repairing the bike than the fact that you might have been really hurt.

Background:

You and Disputant A have been friends for years, and you feel bad about the bike, but it's not the end of the world. A always acts like his or her stuff is really precious. It's not that big a deal to get the bike fixed, and it's just not your responsibility. You sometimes feel that A cares more about his or her things than your friendship.

HONOR ROLL RIVALS

Situation:

Disputants A and B were ready to fight in the hallway between class.

Disputant A:

Disputant B sits near you in the lunchroom and keeps looking at you and whispering to friends. You know they're talking about you. B has even thrown food at you when no teachers were looking. Today you accidentally dumped a slice of pizza in B's lap when you walked by.

Background:

You and Disputant B used to be good friends, but for the past year B acts like he or she is better than you because you don't make the honor roll and B does. You've tried hard to make the honor roll, but you haven't quite made it yet. This is really frustrating to you.

HONOR ROLE RIVALS

Situation:

Disputants A and B were ready to fight in the hallway between class.

Disputant B:

Disputant A has such a chip on his or her shoulder. It's like you're not allowed to have new friends—besides, these are people you have more in common with. But A always puts your new friends down. You know it was not an accident that the slice of pizza dropped in your lap. You want your pants dry cleaned at Disputant A's expense.

Background:

You and Disputant A used to be good friends, but for the past year A acts like he or she resents you because you make the honor roll and A doesn't. You've made new friends, but still like A.

STUDENT HANDOUT

BAD ATTITUDE BLUES

Situation:

Disputant B knocked Disputant A into a locker yesterday. Now they are threatening each other and are ready to fight.

Disputant A:

You are a new student in school. For the past month, Disputant B has been saying stuff about you and giving you dirty looks. Yesterday B pushed you into a locker. He or she says it was an accident, but you don't believe that.

Background:

You miss your old friends, and you want to make some new ones at this school, but Disputant B seems to have it in for you. He or she has a bad attitude.

BAD ATTITUDE BLUES

Situation:

Disputant B knocked Disputant A into a locker yesterday. Now they are threatening each other and are ready to fight.

Disputant B:

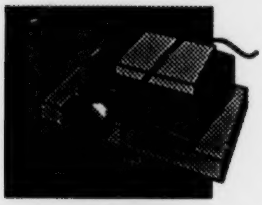
You are angry at Disputant A because he or she came into the school as a new student and put down the school and your friends. If that's going to be his or her attitude, there is going to be trouble.

Background:

You are the informal leader of a large group of students. You have the influence to have the new student accepted or rejected by the rest of the students.

NOTES

More on Mediation and Arbitration
Conflict Skill Lesson 20



Part Two: Diversity and Conflict Lessons

Introduction to Diversity and Conflict

When we talk with young people of middle school age, they often express great concern about conflicts that are rooted in issues of diversity, i.e., conflicts in which race, ethnicity, culture, sex, and individual difference play an important role. They express feelings of helplessness about these types of conflicts, as if human differences can form barriers that are too great to be surmounted.

We know from our experience working with young people and the adults in their lives that this need not be true. Middle school students can deal with diversity-based conflicts as effectively as they deal with any others. They just need insight into these conflicts, tools to deal with them, and an opportunity to practice these new skills. Like all conflict resolution in the middle school, diversity-based conflicts can be best dealt with by emphasizing prevention.

The lessons in this unit are based on several significant research findings about diversity, diversity-based conflict, and prevention. First, people of any age are less likely to be prejudiced against those who are different if they are understanding and appreciative of their own culture and background. Second, they are less likely to be prejudiced if they are in an environment that values diversity. Third, they are less likely to be prejudiced if they have a cognitive understanding of such concepts as stereotyping, discrimination, and scapegoating. Finally, our own experience tells us that they will be better equipped to meet prejudice and diversity-related conflicts if they have conflict resolution skills and have practiced those skills in diversity-related scenarios.

The overall organizing scheme for our approach to diversity is based on the work of Patti DeRosa and Ulric Johnson of Cross Cultural Consultation.[*] They describe the awareness of diversity as "The Five Cs." They are:

Color. An objective description of those aspects of the self or group that usually are not changeable, such as skin color, sex, sexual orientation, physical size.

Culture. The values, beliefs, symbols, behaviors, ways of living, and shared history of a group of people. Culture is an interpretation of color, class, character, and context. For example, skin color is an objective description, while race is a cultural construct. Weight is an objective description, but overweight is culturally defined. Sex is an objective description, while gender roles are culturally defined.

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[*] Patti DeRosa and Ulric Johnson's work has been adapted with their permission. Cross Cultural Consultation (288 South Main St. #177, Randolph, MA 02368) is an organization that provides training and assistance on cultural diversity to human service organizations, schools, community groups, and corporations.

Class. Refers to power relations and examines the individual/group identity relative to power, authority, hierarchy, status, and the degree of access to, control over, or ownership of resources.

Character. The unique aspects of each individual person, including personal preferences, idiosyncrasies, and personality traits. People who share similar color, culture, class, and context still possess aspects of the self that are unique to them alone.

Context. The reality in which the individuals/groups currently exist, based on time, location, environment, and socio-political, economic, and historical conditions. Color, culture, class, and character cannot be seen in isolation from context and cannot be fully understood outside of the context that shapes their meaning.

In this unit, we have reformulated the Five Cs into the Diversity Deck, with four suits and wild cards. The suits are Color, Culture, Clout (Class), and Character. The wild cards provide the Context.

These concepts are woven through the five lessons in this unit:

Skill Lesson 21	Appreciating Diversity
Skill Lesson 22	Diversity and Conflict
Skill Lesson 23	Understanding Culture
Skill Lesson 24	Conflict and Clout
Skill Lesson 25 & 26	Understanding and Dealing with Stereotyping, Prejudice, Discrimination, and Scapegoating

GUIDELINES FOR DISCUSSIONS

Because talking about diversity can be sensitive and threatening for young people, it's important to prominently display the guidelines for discussion presented earlier. Keep reminding students to adhere to them.

1. Keep the room free of put-downs.
2. Respect other people's contributions.
3. Respect confidentiality.
4. Everyone has the right to pass, no one will be forced to talk.
5. Don't be afraid of feelings.
6. Remember your "Privacy Circles," those areas of your life you do not want to talk about.
7. Keep asking, "What am I learning right now?"

THOUGHTS ABOUT INCLUDING SEXUAL ORIENTATION AS PART OF DIVERSITY

Few aspects of this curriculum caused as much comment from our advisors and pilot test teachers as our including sexual orientation as part of this diversity unit. The comments varied widely, from "There's no way my school system would ever let me teach this!" to "There's not nearly enough about sexual orientation," to "The most common putdowns I hear are related to sexual orientation—I need help knowing how to deal with it," to "Get rid of this stuff or no one will touch this curriculum, including me." This is an interesting outpouring of reaction considering that this unit is not ***about*** sexual orientation, it merely *includes* sexual orientation as an aspect of diversity. The range of comments reflects, however, the ambivalence of our society about this issue, and for this reason, we felt that it was important to identify key issues to help you in your decision-making.

First, let us be clear about where we stand. There is no doubt that sexual orientation is an aspect of diversity and belongs in any middle school curriculum on diversity. Lesbians and gay men have made enormous and often unrecognized contributions to American life and culture. But prejudice against homosexuals is high, and they remain one of the few groups against whom it is acceptable to openly discriminate. This prejudice is vividly alive among adolescents, and anti-gay slurs are commonly heard in most middle schools. What's more, studies indicate that unlike racial or ethnic slurs, adults in the middle school are far less likely to intervene in such slurs, thus making it seem as if this prejudice is acceptable. Prejudice against any group is detrimental to building a strong, caring community in the middle school.

Given all of this, we are also aware of the realities—and hazards—of teaching controversial issues. We suggest that you and your team think about the following discussion questions related to including sexual orientation in your diversity discussions. Remembering that this unit only mentions sexual orientation in the context of diversity, you will want to consider: community standards, administrative support, and the safety of lesbian and gay students.

Some specific questions

- Why would it be important for us to include sexual orientation in this unit?
- What potential conflicts might occur? How might they be used constructively?
- What might be the community response to including sexual orientation in this unit, and how will you handle it if the response is not supportive?
- What kind of administrative support will we need if there is a problem?
- How can we prepare to handle discussions with students?

- Will this make the school more or less safe for lesbian and gay students?
- What kind of support are we prepared to offer lesbian and gay students?

THOUGHTS ABOUT INFUSION

Following a national field test, our plan for this guide is that this unit will include suggestions for infusing the concepts and skills of diversity-related conflict resolution into standard curriculum.

Meanwhile, we encourage you to experiment with infusing diversity issues into your curriculum. If you have suggestions for materials or ideas for activities, please let us know. We particularly need suggestions for print resources, such as trade books, that are useful for raising these issues in the middle school curriculum. If we use an activity or idea of yours, we will credit you.

Our experience has shown that with guidance, middle school students can learn to delight in diversity, as well has to handle the sometimes daunting conflicts associated with difference. This can be a challenging unit to teach, because the process of learning understand prejudice and overcome prejudice is sometimes difficult. But it is also rewarding. As one pilot test teacher commented: "This unit took all my skill as a teacher. I have a racially mixed class and the kids were really engaged in the discussions. There was one day in particular when it was all worth while. That was the day I saw lightbulbs going on over the kids' heads, all over the classroom."

21 Appreciating Diversity

Lesson in Brief

Students explore the concept of diversity using the Diversity Deck, i.e., attributes and characteristics of diversity.

Notes

Research tells us that if we want students to appreciate people different from themselves, they are more likely to do this if they are in an environment that generally appreciates diversity. Since middle school students, like adults, tend first to think of the negative aspects of diversity, this lesson focuses on the positive aspects. The first goal of the lesson is to give students permission to talk about diversity. The second is to give them a way of thinking about diversity in their own lives through an activity type called the Diversity Deck.

Objectives

Students will be able to:

- define diversity;
- describe the "Five Suits of Cards" in the Diversity Deck;
- identify their own cards in the Diversity Deck;
- identify positive things about diversity.

Activity Type

Diversity Deck

Vocabulary

Diversity—The differences between human beings in attributes or characteristics.

Culture—The common ways of living shared by members of a group.

Clout—The degree of power, influence, and status an individual or group has.

Lesson Sequence

- Gathering (Optional)
- Agenda and Vocabulary Review
- Define Diversity and Introduce the Unit
- Present Mini-Lecture/Discussion on Diversity
- Practice Using the Diversity Deck
- Any Additional Activities You May Choose
- Evaluation/Review of Key Points
- Closing (Optional)

Time Needed

One class period (minimum 40 minutes), depending on the additional activities you use.

Handouts

The Diversity Deck, All for One and One for All!

Materials

3" x 5" cards

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(3 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson you think will be unfamiliar to your students.

Level: A/B/C
(5 minutes)

DEFINE DIVERSITY AND INTRODUCE THE UNIT

1. Ask the class what they think of when they hear the word "diversity." Or ask how humans are different from each other. Record responses on the board.
2. Explain that "Diversity" means the differences between humans in their attributes or characteristics. These differences may be inborn, like skin color or sex, or acquired, like education and interests. (You may need to emphasize that "differences between people" does not mean, in this case, "disagreements between people.")

Level: A/B/C
(10 minutes)

PRESENT MINI-LECTURE/DISCUSSION ON DIVERSITY

Handouts. *The Diversity Deck*

1. Distribute *The Diversity Deck* handout and present the following mini-lecture to students:

   You've identified many ways that people are different from each other. One way to think about these differences is to compare them to a card game. Human diversity is like being dealt cards from a deck with four different suits plus some wild cards. We're born with some of the cards; some we acquire as we grow older. Regular decks of cards have four suits: clubs, diamonds, spades, and hearts. The diversity deck also has four suits.

   The first suit is the *Color* card. This suit represents all the things that you're born with but can't change. Some examples are skin color, sex, age, sexual orientation, ethnic background.

   The second suit is the *Culture* suit. Culture means the group or groups you and your family most identify with. These cards represent the lifestyles of that group—things like food, clothing styles, recreation. It also refers to the shared history, beliefs, and values of the group.

   The third suit is *Clout*. This means the economic status, power, and influence you have.

   The fourth suit is *Character*. The character cards are your individual talents and interests, likes and dislikes, and personal beliefs and values.

Finally, there are the Wild Cards, which are called *Context* cards. They're the ones that determine when, where, and with whom you live.

2. Read the following story to the class and ask them to identify the key cards that Ada Coleman has been dealt from the Diversity Deck.

Ada Coleman is going out to celebrate tonight. She and a few friends are going to a modest neighborhood restaurant in honor of Ada's new job. She's just been named assistant to the editor of *Gloss*, a magazine for African-American women. Ada can't believe she has the job—it's the kind of job she dreamed about ever since she was in the seventh grade. Ada grew up in a large family in Detroit without much money. But she was always good at writing, and she got top grades in grammar and spelling. Some people said that poor black girls couldn't get jobs in glamorous fields like magazines. But Ada's parents always encouraged her to think big and assured her that they'd find a way for her to go to college. Ada went to state college with a scholarship. Now, with this new job, she won't be making much money, but she feels like she's on her way in the career she loves.

Discussion

- What Color cards was Ada dealt from the Diversity Deck?
- What Culture cards was she dealt?
- What Clout cards was she dealt?
- What Character cards was she dealt?
- What Wild cards determined the Context Ada was in?
- Suppose everything else about Ada was the same, but her wild cards put her in Georgia in 1850 instead of Detroit in 1995. How might her story have been different?

Level: A/B/C
(10 minutes)

PRACTICE USING THE DIVERSITY DECK

1. Introduce the group activity by explaining that the *Diversity Deck* cards put us into groups with other people, and the groups reflect one or some of the cards we have, but not all.
2. Ask students to physically move to one side of the room or the other, depending on which group they are part of.

Say: Those of you who are male, move to this side of the room. Those of you who are female, move to that side of the room.

Discussion

- What suit is this characteristic from?
- How did you get that card? Were you born with it, chose it, given it?
- Have one person in the group name his or her favorite subject in school. Does everyone in the group have the same favorite subject?

3. Continue with the following, followed by a brief discussion after each (feel free to change them or add your own):

   African-American/Not African-American or Asian-American/Not Asian-American

   - What suit is this characteristic from?
   - How did you get that card? Were you born with it, chose it, given it?
   - Have one person in the group name his or her favorite food. Does everyone in the group have the same favorite food?

   Like to eat broccoli/don't like broccoli

   - What suit is this characteristic from?
   - How did you get that card? Were you born with it, chose it, given it?
   - Have one person in the group name his or her favorite musical group. Does everyone in the group have the same favorite musical group?

4. Continue with the following:

   Like to watch _______ on TV/Don't like to watch _______

   Have brown eyes/Don't have brown eyes

   Like dressing up/Prefer to go casual

   Attend religious services/Don't attend religious services

   Speak more than one language/Speak only one language

Level: A/B/C
(15 minutes)

MICROLAB ON THE DIVERSITY DECK

1. Divide students into microlab groups of three or four. Give each student two minutes to address the following:

   - How have the cards from the Diversity Deck influenced your life?
   - How have you been influenced by the diversity of others?
   - In what ways is diversity a positive or useful thing?

   Be sure to signal each time two minutes have elapsed.

   Discussion

   - What did you learn from this activity?
   - What feelings came up as you talked about your diversity deck?

Level: A/B/C
(3 minutes)

EVALUATION/REVIEW OF KEY POINTS

1. Evaluation: Have volunteers say what they think went well today and what might have been different.
2. Summarize the key points of the lesson:
    - We are all dealt cards from the Diversity Deck.
    - The cards can be categorized: Color, Culture, Clout, Character, and Wild Cards.
    - Some of the cards we are born with, some we choose, some we acquire as we grow older.

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES FOR SHARING DIVERSITY

Level: A/B/C
(15 minutes)

The Three Musketeers

Handouts. *All for One and One for All!*

1. Have students form groups of three or four. Distribute the *All for One and One for All!* handout. The group members should identify three ways in which they are each different from the others in the group. The group should record their responses on the handout.
2. Next, have the group members identify three things they have in common. The group should record their responses on the handout.

Discussion

- Which was easier to determine—your similarities or your differences?
- How could your differences lead to conflict?
- How could your differences be positive and useful?

Level: A/B/C
(15 minutes)

Microlab: The Name Game

1. Have students form microlab groups of three or four. Each person in the group takes two minutes to talk about their name. They can talk about first, middle, and/or last name. Tell students that they don't have to talk about any aspect of their names that they don't want to.
2. List the following questions on the board to help students who become stuck:

   How did you get your name?

   Were you named after anybody? Who? Why?

   How do you feel about your name? Do you like or dislike it?

   If you changed your name, what would it be?

   Do you have a nickname? How did you get it?

   What ethnic background does your name come from?

   What does your name mean?

   Be sure to signal each time two minutes has elapsed.

Discussion

- What did you observe or learn from this activity?
- How do names represent some of the cards from the Diversity Deck?
- Was it easy or difficult to talk about your name? Why?

Level: A/B/C
(Time will vary)

Diversity Bag Reports

NOTE: This makes a good homework assignment.

Have students make Bag Reports that represent the various Diversity Deck Cards they have been dealt. Each student takes a paper bag and puts into it five to ten different objects that represent some aspect of his or her Diversity Deck. There should be at least one object representing each suit, i.e., something representing Color, Culture, Clout, and Character. The fifth item should represent a Wild Card. If there are additional items, they can be representative of any of the suits. On the bottom of the bag, students should write their names.

Collect all the bag reports and then redistribute them, so that everyone has a bag that is not his or her own. Caution them not to look at the name on the bottom of the bag. Give everyone five minutes to examine the contents of the bag he or she is holding. Then have each student summarize what they have learned about the person from the contents of the bag. The goal is not to guess who the person is, but rather to describe what their Diversity Deck is like. When everyone has finished, students should look on the bottom of the bag and return the bag to its owner.

Level: A/B/C
(15 minutes)

The Diversity School

Materials. 3" x 5" cards

1. Ask students to imagine what a school would be like that valued diversity, i.e., a school where differences were seen as positive and useful and opportunities for learning.
   - What activities would be going on?
   - How would people talk to each other?
   - What would teachers be doing?
   - What would students be doing?
2. Distribute 3" x 5" cards and have students anonymously write one specific characteristic of the diversity school. For example, students could work on projects and share them with the class. Or, teachers could ask students for their ideas about running the school.
3. When students have finished, collect the cards, then redistribute them and have each student read his or her card aloud. When the whole class has finished, discuss as suggested below.
4. Have some volunteers take the cards and make a series of posters for the classroom that will remind students of the qualities they identified for the Diversity School. Post these around the room—or the school.

Discussion

- Would you add anything to the ideas expressed on the cards?
- What makes it difficult to appreciate diversity?
- In what ways does our middle school appreciate diversity?
- In what ways does our school not appreciate diversity?
- Of the things suggested on the cards, what could we begin to do to create a school that appreciates diversity?

STUDENT HANDOUT

THE DIVERSITY DECK

Human diversity is like being dealt cards from a deck with four different suits and some Wild Cards. Some of the cards we're born with, some we acquire as we grow older.

Color Suit

These cards represent the characteristics with which you're born. You usually cannot change them:

Skin Color

Sex

Physical Size

Age

Culture Suit

These cards represent the characteristics of the group with which you identify:

Food

Language

Race

Beliefs and Values

Clout Suit

These cards represent the amount of power, influence, and status you have:

Economic Status

Social Status

Power and Authority

Character Suit

These cards represent your individual personality traits:

Talents, Abilities, and Skills

Goals

Preferences and Dislikes

Personal Beliefs and Values

Wild Cards

These cards represent the context that you live in. All the other cards are affected by these cards:

Place

Time

The People Around You

STUDENT HANDOUT

ALL FOR ONE AND ONE FOR ALL!

Here are three things we all like:

1.______________________________

2.______________________________

3.______________________________

Here are three things we all dislike:

1.__________________________

2.__________________________

3.__________________________

This is how we are all different from each other:

Name______________________________

How different__________________________

____

Name______________________________

How different__________________________

____

Name______________________________

How different__________________________

____

Name______________________________

How different__________________________

____

NOTES

Appreciating Diversity
Diversity and Conflict Lesson 21

22

Diversity and Conflict

Lesson in Brief Students explore some of the ways diversity can affect conflict by reexamining the concepts of the P.O.V. Glasses and the Conflict Escalator.

Notes Having established that diversity is positive and enriching, this lesson begins the process of helping students look at the ways in which diversity can lead to conflicts.

Two conflict activity types from earlier in this curriculum guide are very useful here. The P.O.V. Glasses are obviously very influenced by such diversity-related factors as culture, gender, ethnicity, and so on. Since students already have a thorough grounding in the importance of P.O.V., this helps them better understand the influence of diversity on conflict. The focus of this lesson is on the three ways that diversity can contribute to the escalation of conflict—Ammunition, Misunderstanding, and Prejudice. The lesson also helps students gain a deeper understanding of diversity-related conflicts by drawing on an activity type with which they are very familiar. Many of the issues raised in this lesson, such as cultural misunderstanding and prejudice, are dealt with in more depth in the following lessons.

Objectives Students will be able to:

- describe the three ways diversity influences the Conflict Escalator;
- classify conflicts by Diversity Escalators;
- suggest strategies for de-escalating and resolving diversity-related conflicts.

Activity Type Conflict Escalator

Prerequisite Conflict Escalator (Conflict Skill Lesson 3)

Vocabulary *Prejudice*—A negative judgement or opinion formed without knowledge of the facts.

Assumptions—Conclusions based on limited knowledge of the facts.

Lesson Sequence

- Gathering (Optional)
- Introduce Conflict and Diversity
- Discuss Diversity and the Conflict Escalator
- Sort Conflict By Diversity Type
- Any Additional Activities You May Choose
- Evaluation/Review of Key Points
- Closing (Optional)

Time Needed One class period (minimum 40 minutes), depending on the additional activities you choose.

Handouts *Diversity and the Conflict Escalator, Diversity Conflict Sort Cards, Additional Activity—Diversity and the P.O.V. Glasses*

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(3 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary that you think will be unfamiliar to your students.

Level: A/B/C
(5 minutes)

INTRODUCE CONFLICT AND DIVERSITY

1. Ask students: We've discussed some of the benefits and positive aspects of diversity, what are some of the problems that diversity can create? Acknowledge the contributions that are made.
2. Explain: Diversity can be enriching, but it can also lead to problems between people. Like all conflicts, diversity-related conflicts can be constructive or destructive, depending on how we respond to them. Today we're going to look at how diversity affects one of the conflict concepts we learned earlier, the Conflict Escalator.

Level: A/B/C
(10 minutes)

DISCUSS DIVERSITY ON THE CONFLICT ESCALATOR

Handouts. *Diversity on the Conflict Escalator*

1. Distribute the *Diversity on the Conflict Escalator* handout and discuss it with the class, using the following mini-lecture as a guide.

   There are three ways issues of diversity can affect how conflicts escalate. They are Ammunition, Misunderstanding, and Prejudice.

   ### AMMUNITION

   The conflict starts up the escalator. It's often an ordinary conflict, not rooted in diversity. As it escalates, issues of diversity are dragged in as ammunition, usually in the form of name calling. If the person who is the target of the ammunition feels insulted or attacked, the conflict will escalate.

   Example

   Roberto and Steven are two boys playing with a big squirt gun. Steven thinks it is his turn to shoot the gun, but Roberto won't give it up. They bicker for a while, and as the conflict escalates, Steven says, "You won't give me the gun. You are really gay, Roberto."

   - Can you think of any other examples of ammunition on the conflict escalator?
   - What might be some ways to deal with ammunition in a conflict?

MISUNDERSTANDING

In this case, the conflict begins and escalates because of a misunderstanding that is rooted in cultural difference. The parties don't understand the actions of the other because they don't understand the other's culture. As a result, they make assumptions and misinterpret the behavior of the other, and the conflict escalates.

Example

Sondra, who is African-American, has just become friends with Sung Quat, a Cambodian classmate. As Sondra gets off the bus one morning, she sees Sung Quat across the school yard. She shouts and waves to her, but to her surprise, Sung Quat folds her arms and turns her back. Sondra is hurt, thinking she has been rejected by her new best friend.

- What do you think was the misunderstanding in this conflict?
- What is Sondra's P.O.V.?
- What do you think Sung Quat's P.O.V. might be?

What Sondra doesn't realize is that in Cambodian culture she just humiliated her friend by causing everyone in the school yard to look at Song Quat.

- Can you think of any other examples of people being led up the conflict escalator because of a cultural misunderstanding?
- What are some ways to deal with or prevent a conflict based on misunderstanding?

PREJUDICE

In this case, the conflict begins and escalates because one or both parties have prejudices against the other. These prejudices are in their conflict baggage and lead them to make assumptions and behave based on their prejudice. These assumptions and behaviors contribute to the escalation of the conflict.

Example

Jason and Marcus are using the computer—the only one in the class. They are playing a math game. Alicia comes up and asks if she can play the game too. "I'm really good at it," she says. "I play it at home with my Dad." Both boys wave her away. "This is for boys only," says Jason. "Yeah," says Marcus. "Girls are no good at computers."

- Can you think of any other examples of prejudice contributing to people going up the conflict escalator?
- What might be some ways to handle prejudice in a conflict?
- What might be some ways not to handle prejudice in a conflict?
- What might make it escalate further?

These three things may happen singularly or in combination. For example, a conflict rooted in prejudice may, as it escalates, include ammunition in the form of name calling.

Level: B/C

2. Make the following points, in addition to the previous lesson:

   One conflict escalator may also lead to another. For example, a conflict that begins as a misunderstanding can lead to the disputants developing real prejudices.

   Finally, the three are related because of the context they are in. You remember the Context Wild Cards in the Diversity Deck? If you are in a context where there is a general prejudice against fat people, then "fat" becomes a hurtful word to use as ammunition. If there weren't prejudice against fat people, "fat" would just be a descriptive word and couldn't be used as ammunition

   - Can you think of examples where one conflict-escalating behavior led to another?
   - What role do the Context Wild Cards play in these escalators?

Level: A/B/C
(15 minutes)

SORT CONFLICTS BY DIVERSITY TYPE

Handouts. Diversity Conflict Sort Cards; you will need one set for each group of three or four students

1. Divide students into groups of three or four. Give each group a set of the Diversity Conflict Sort Cards.
2. Have students classify the conflicts as Ammunition, Misunderstanding, or Prejudice. If they think some of the conflicts are a combination (and many of them are), they should say what escalators they see and what the combination is.

   Discussion

   - Which of the conflicts were just Ammunition?
   - Which were just Misunderstanding? Prejudice?
   - Which were a combination of escalators?
3. Have each group choose one of the conflicts and develop a way to de-escalate and resolve the situation. Give the groups five minutes to develop their plans, then have them share the results with the class.

Level: A/B/C
(2 minutes)

EVALUATION/REVIEW OF KEY POINTS

Evaluation: Have volunteers summarize the key points in the lesson.

- Diversity can be enriching, but it can also lead to conflict.
- Diversity can influence conflict escalation in three ways: Ammunition, Misunderstanding, and Prejudice.

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(Time will vary)

Conflict Journal Activities

Have students go over the conflicts in their journals to look for examples of Diversity Escalators. Have them describe the conflict and the role diversity played in the escalation of the conflict. Then have them brainstorm some possible de-escalation strategies.

A variation on the above activity (if students have done the additional activity that follows) is to have students look for examples of conflicts in which the P.O.V. Glasses have Primary Tints influenced by diversity. Again, have them describe the conflict and the role diversity played in the escalation of the conflict. Then have them brainstorm some possible de-escalation strategies.

Level: A/B/C
(10 minutes)

Discuss Diversity and the P.O.V. Glasses

Handouts. ***Diversity and the P.O.V. Glasses***

1. Review with students the concept of the P.O.V. Glasses, that is, the lenses through which we view the world. The lenses are tinted by our experiences, goals, feelings, values, and needs.
2. Write the words "Experiences," "Goals," "Feelings," "Values," and "Needs" on the board. Have students describe how Diversity Deck cards influence each of these.
3. Distribute the *Diversity and the P.O.V. Glasses* handout. Discuss the handout, particularly how the different Diversity Deck cards can contribute to tinting the lenses. During the discussion, be sure to emphasize that some cards affect the P.O.V. Glasses more than others, depending on the individual.

Discussion

- What Primary Tints are most influential in your P.O.V. Glasses?
- Do you think this is true for most people?
- How could different Primary Tints lead to conflict between people?

Level: A/B/C
(Time will vary)

Concerns About Diversity Conflicts

NOTE: This makes a good homework assignment.

Conflicts that are rooted in diversity are among the most troubling for middle school students to deal with and understand. The P.O.V. Glasses and the Conflict Escalator can help with this, but students still may have many feelings about these conflicts. It can be helpful to give them a forum for expressing some of these feelings and concerns.

One suggestion for this is to have students write a paragraph or two on the theme "Why diversity leads to conflict," or "Why I think diversity conflicts are a problem for our school." Encourage students to be specific about the kind of diversity they are discussing and to name some of the feelings these conflicts evoke in them.

STUDENT HANDOUT

DIVERSITY AND THE CONFLICT ESCALATOR

Three Ways Diversity Affects How Conflict Escalates:

Ammunition

- Trying to hurt the other person by attacking the cards in their Diversity Deck: Color, Culture, Clout, or Character.
- Examples are: Name-calling, Character Assassination, Global Statements

Misunderstanding

- Conflict results from misunderstanding the other person's actions or motives because you don't understand their culture.

Prejudice

- Conflict comes from making negative judgments about people because the cards in their Diversity Deck, that is, because of the groups of which they are a member.

STUDENT HANDOUT

DIVERSITY AND CONFLICT SORT CARDS

Ahn and Paolo were working on a report for health class. Somehow the computer file with their report was deleted from the disc. Now they are arguing over whose fault it is. "Stupid Cambodian," says Paolo. "I should have known you wouldn't know anything about computers. You probably grew up in a rice paddy!"

Angel and Jesus were looking for a place to eat in the cafeteria. They started to sit a one table where there were two other boys sitting. One of the boys said sarcastically, "Oh, great, look who's joining us." The other boy said, "It's the heavenly duo!" The first boy said, "Their parents must think their kids are God or something."

Shirlee and Raquel were planning a slumber party. As they made up a list of whom they wanted to invite, Raquel suggested inviting Annie. "Forget it," said Shirlee. "I don't want that nerd at my party. She'd probably bring a book and read all the time." "Well it's supposed to be *our* party, and I want her to come. I like her. She's nice," said Raquel. "She's a nerd. And stuck up because she's always on the honor roll," said Shirlee. "I want people at the party who are fun, not super-intellectuals."

Danny Kwong was kept after class because the teacher, Mrs. Rockland, thought he might be responsible for a pencil tapping epidemic at the beginning of class. Danny claimed he had nothing to do with it. He kept his head down and avoided looking Mrs. Rockland in the eye. His parents had always told him that it was disrespectful to look an authority figure in the eye. "He denies it, but I'm not sure I trust him," thought Mrs. Rockland. "Chinese kids are usually so well behaved, but he won't look me in the eye when I'm talking to him. He seems like he has something to hide."

Carole's grandmother, who lived with Carole's family, died over the weekend. When she came to school, Carole told her friend Kindra about it. As she talked to Kindra, Carole started to cry. Kindra put her arm around Carole to comfort her. Some kids walking down the hall saw her and called out, "Hey look at the gay girls!" Kindra shouted back, "What's the matter? Don't you have any respect?" One of the kids said, "You want to make something of it, gay girl?"

STUDENT HANDOUT

Urvashi has stopped speaking to her friend Kate, and Kate doesn't know why. Just yesterday at lunch the girls had been talking about what they wanted to be when they grew up, and Urvashi said she'd like to have her own dress shop. Kate said, "Why don't you run a 7-11? That's what most Indians do." Urvashi said, "Because I want a dress shop." They didn't talk anymore about it, but Urvashi has been avoiding Kate ever since. "Fine," Kate thinks. "If she doesn't want to be friends, who needs her?"

Brian's younger brother who's in elementary school just showed up at the softball diamond and asked if he could play. "Forget it," said Brian. "This isn't for little kids. Get lost."

Kevin lives with his grandmother, who always told him not to eat Mexican food because it was probably cooked in a dirty kitchen. One day Kevin was over at Oscar Mendez' house, and Oscar's family insisted he stay for dinner. Kevin hardly touched his meal. The next day, Oscar confronted him in the hall. "You insulted my mother by not eating her food!" he said.

Christine and Nancy are arguing about which bus stop to wait at. "I hate having to walk to the one on Indiana Ave." says Christine. "It's two blocks away." "Well I hate waiting at the one on Chisholm St.," says Nancy. "Those girls from the Technical High School wait there and they scare me. They're so tough. You just don't know what girls like that are going to do."

The convenience store near the Healy Middle School has a sign on the door that says, "Only three middle school students at a time will be allowed in this store. You cannot be trusted in large groups." A group of students from the student council are filing a complaint with the town anti-discrimination task force.

STUDENT HANDOUT

DIVERSITY AND THE P.O.V. GLASSES

Identify ways that cards from the Diversity Deck could help tint the P.O.V. Glasses...

Experiences:

Values and Beliefs:

Goals:

Needs:

Feelings:

Indicate the ones you believe become Primary Tints.

NOTES

Diversity and Conflict
Diversity and Conflict Lesson 22

23 Understanding Culture

Lesson in Brief	Students explore the meaning of culture and its relationship to conflict by playing a cross cultural simulation game.
Notes	The cultures to which we belong and with which we identify influence every aspect of our lives. Young people often understand culture at an intuitive level, but have never really discussed it openly. In this lesson, students have an opportunity to explore different aspects of culture and examine how cultural differences can lead to conflicts. The cross-cultural game is a safe way for students to look at aspects of culture and cross-cultural communication that may lead to conflict. There are real-life parallels to this game, and we encourage you and your students to make these connections.
Objectives	Students will be able to: • define culture; • identify key elements of a culture; • describe how cultural differences can affect conflict.
Activity Type	Cross Cultural Simulation, Conflict Escalator
Vocabulary	*Culture*—The common ways of living shared by members of a group. *Cross Cultural*—Between two or more cultures.
Lesson Sequence	• Gathering (Optional) • Define Culture • Play the Reba-Ambler (Cross-Cultural) Game • Any Additional Activities You May Choose • Evaluation/Review of Key Points • Closing (Optional)
Time Needed	One class period (minimum 40 minutes), depending on the additional activities you use.
Handouts	*Cross Cultural Game (You Are a Reba, You Are an Ambler); Additional Activities: Eurp! Burp! The Culture of Burping, Elements of Culture*

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(3 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson that you think will be unfamiliar to your students.

Level: A/B/C
(10 minutes)

DEFINE CULTURE

1. Explain the meaning of culture and sub-culture:

   The definition of "culture" that we will be using in this lesson is the one we used for the Diversity Deck: the collection of common ways of living shared by a group. Because the United States is such a diverse country, we all belong to many cultures. If we live in the U.S., then we are part of U.S. culture. We may also belong to the culture of our ethnic group. Everyone in this room, including myself, is part of a specific culture—the middle school culture. There may be one or two main cultures or cultural groups that we identify with, as well as many sub-cultures.

2. Pose the following situation to students:

   A group of Martians has landed in front of our school. They are peaceful and friendly and intensely curious about life on earth. They know that there are many cultures on earth, and they have come into the building to find out about the culture of our middle school. What would they see going on in the building, and what would that tell them about middle school culture?

3. Have students work in pairs for two minutes to share ideas. Then bring the class together to brainstorm. Record student contributions on the board, under the heading, "Elements of Middle School Culture." If students need some help getting started, use some of the following questions.

Discussion

- What do people in the middle school eat?
- How and where do they eat?
- What do they do every 40 minutes or so?
- What do they do once they move to the next room?
- What kinds of clothes do people in middle school wear?
- What does the clothing tell you about them?
- What work do the adults in the middle school do?
- What work do the young people do?
- Are there differences between what girls do in middle school and what boys do?
- Looking at this list, what does it tell you about culture generally?
- What aspects of our lives does culture affect? (Every aspect.)

Level: A/B/C
(25 minutes)

PLAY THE REBA-AMBLER (CROSS CULTURAL) GAME*

Handouts. *You Are a Reba, You Are an Ambler* (You will need enough Reba handouts for half the class and enough Ambler handouts for the rest of the class.)

1. Write the words "Reba" and "Ambler" on the board. Explain that students are going to have an opportunity to experience living in a different culture for a short time. They will either be members of the Reba culture or the Ambler culture. First they will learn about their own culture, then they will meet the other culture.
2. Distribute Reba handouts to half the class and Ambler handouts to the rest of the class.

   NOTE: There are important gender differences in the Ambler culture. Therefore, try to evenly divide the boys between the two cultures. If you do not have enough boys, uses an appropriate substitute, such as purple armbands. In this case, sentences about Ambler men would refer to Ambler people clothed in purple.

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* This activity is adapted, with permission, from "Brief Encounters," *Simulation Game by Thiagi*, Bloomington, IN: Workshops by Thiagi, 1993, pp. 39-45.

3. Have students read their handouts, then meet within their culture groups for five minutes to discuss their culture. Write the following questions on the board for them to discuss among themselves:
    - What does your culture like to do?
    - How do you interact or relate to yourselves? To others?
    - How do you speak? What is your body language like?
    - If you had a cultural motto, what would it be?
4. When both groups feel they know their culture, present the following scenario:

    You have been at Reba-Ambler School all day. Classes are over for the day, and it is now a social hour. There is only one room available for the social hour. You are now together in this room. This is your time to mingle and get to know each other. As you mingle, remember the characteristics of your culture. Keep track of your own points.
5. Give students three to five minutes to mingle. You are likely to see physical actions mirror cultural behaviors. The Amblers will probably stay still while the Rebas move quickly from their side of the room and flood the Ambler side.
6. Have everyone return to their seats. Ask each culture to describe the other (one at a time). As the Rebas describe the Amblers, write the descriptive words on the board. Regarding Amblers you are likely to hear: stand-offish, stuck up, rude, snobs, etc. Then ask the Amblers to describe the Rebas, and write the descriptive words on the board. Rebas are likely to be described as: pushy, in your face, too friendly, annoying, etc.
7. Once the lists are complete, have representatives from each culture read their sheets aloud.

Discussion

- What did you notice about how the cultures saw each other, and how they were described on the handouts? (The handouts were positive or neutral in tone, the other culture described them in negative terms.)
- Why did the descriptions come out so negatively?
- What assumptions did each culture make about the other?
- How could these have led to conflict starting or escalating?
- How could they have learned about each other and avoided misunderstandings?
- What things do you need to think about when you are talking to someone from a different culture?

Level: A/B/C
(3 minutes)

EVALUATION/REVIEW OF KEY POINTS

1. Evaluation: Have volunteers say something they learned about culture from today's lesson.
2. Summarize the key points in this lesson:
    - We all live in many subcultures.
    - Conflicts can arise out of misunderstandings about other cultures.
    - We can decrease misunderstandings.

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(Time will vary)

Conflict Journal Activities

Have students describe a time that they saw or were part of a conflict where cultural differences played an important role. What cultures were involved? How did they affect the conflict? What feelings came up in the conflict? How did the conflict end?

A variation on this is to have students either look at conflicts they've already recorded, or record new conflicts that they think have occurred because of cultural differences. What role do cultural differences play in causing the conflict to begin or escalate? How do the people in the conflict interpret the differences? What assumptions do they make about the other people?

Level: A/B/C
(15 minutes)

Microlab on Cultural Background

1. Divide students into microlab groups of three or four. Give each student two minutes to tell something about his or her background, addressing the following:
    - Where were your grandparents and/or parents born?
    - What is your cultural background?
    - What is an important value that your family has that they have communicated to you?

    Be sure to signal each time two minutes has elapsed.

Discussion

- What did you notice about diversity as you did this activity?
- How did it feel to talk about your culture cards in particular?

Ask volunteers to share what their cultural group is and the value that is important to them. Write the name of cultural groups and the values described on the board or on chart paper. When a cultural group or value is repeated, place a check next to the phrase to see how often a particular value comes up.

Discussion

- To what degree are there similarities in the values listed?
- How can we account for some of the differences in family values listed?
- How do you suppose these family values came about?
- What do these values tell us about particular ethnic or cultural groups?

Level: A/B/C
(15 minutes)

Living Cross Culturally/The Culture of Burping

Handouts. *Eurp! Burp! The Culture of Burping*

1. Explain to students that we all live in many different cultures, and the "rules" for what's acceptable vary from culture to culture. An example of how "rules" may vary is the acceptability of burping. Burping in public is generally considered rude and impolite. If it happens, the person who burps is expected to say, "Excuse me."
2. Distribute the *Eurp! Burp! The Culture of Burping* handout. Give students a few minutes to fill it out. Then discuss.

NOTE: When you do this activity, you will likely have to endure a short epidemic of burping, followed by laughter. It will go away, so we suggest simply reminding students to say, "Excuse me," and going on with the lesson.

Discussion

- What happens when you burp in your family? (Have several students respond to get a feel for the variety of burping rules.)
- How is it different with your friends?
- What would be different about burping during a speech? In church?
- What would be your reaction in each of these situations?
- What's different about each of these situations?
- How did you learn the rules for burping or not burping?

- How do people react when a baby burps compared to when you burp?
- Why the difference?
- What different rules or meaning might there be regarding burping in other cultures? Other times?
- How could these different rules about burping lead to conflict?
- How do people adapt their behavior from culture to culture? Why?

Level: B/C
(10 minutes)

Discuss Aspects or Elements of Culture

Handouts. *Elements of Culture*

1. Distribute the *Elements of Culture* handout and discuss with students.

Discussion

- What are the differences between the two lists? (List A is a practical structure for the more internal elements in List B.)
- Which list should come first? Why? (List B comes first, then is expressed through the activities in list A.)
- What kinds of conflicts could result from the different cultural elements on list B?

YOU ARE A REBA

ABOUT THE REBA CULTURE

Rebas are very friendly.

Rebas are outgoing. They love to talk with aliens.

Rebas don't talk for a long time. They move on to the next alien.

Rebas like to shake hands. It makes them feel they've made contact. If an alien doesn't offer to shake hands, the Reba will grab it.

Rebas put their faces right in the face of the alien they're talking with.

Rebas are informal. Rebas think it is polite to call everyone by their first names.

Boys and girls behave in the same way, except Reba boys like to talk with alien girls best. And Reba girls like to talk with alien boys best.

Rebas like to talk to as many aliens as possible. They don't talk for long. A Reba likes to say: "I talked to many aliens. Now they feel welcome."

YOU ARE AN AMBLER

ABOUT THE AMBLER CULTURE

Amblers stick to themselves. They enjoy being with other Amblers.

Amblers never start a conversation with a stranger. They do speak when spoken to. When they speak, they cross their arms.

Amblers are very polite. They say "How do you do?" and "sir" and "madam." Too much touching is considered rude.

Among Amblers, boys are the weaker gender. They are protected by Ambler girls.

Ambler boys avoid eye contact with alien girls, and they don't talk directly to alien girls. They talk through their protectors.

Ambler boys can talk to alien boys, if the alien boys talk first. They can maintain eye contact with alien boys.

STUDENT HANDOUT

EURP! BURP!

THE CULTURE OF BURPING

We all live in several different cultures, and we learn slightly different rules of behavior in each one. Take burping for example.

Everyone burps occasionally. In mainstream U.S. culture, burping in public is considered rude, and if you burp you are expected to say, "Excuse me."

But these rules vary slightly from subculture to subculture.

1. What happens if you burp when you're with your family?
2. What happens if you burp when you're with your friends?
3. What happens if you burp when you're in the middle of a speech?
4. What happens if you burp in the middle of class?
5. What happens if a baby burps?

ELEMENTS OF CULTURE

List A	List B
Shelter	Values
Clothing	Customs
Food	Gender Roles
Arts and Crafts	Biases
Music and Dance	Standards of Beauty
Work	Family Structure
Religious Structures	Beliefs
Government	Nonverbal Communication
Language	View of the World
Protection	Expectations
Ways of Educating	Child Rearing Practices

NOTES

Understanding Culture
Diversity and Conflict Lesson 23

24

Understanding Clout

Lesson in Brief

Students explore the effect of "clout"—power, influence, and economic status—on conflict by playing a simulation game.

Notes

While middle school students are very aware of and interested in the dynamics of power in conflict, the concept of "clout" can be a little more slippery. In this lesson, clout is simplified to be a combination of power, influence, and economic status, or PIES. The goal of this lesson is to increase student awareness of clout and its role in conflict and to enable students to discuss clout in terms that are meaningful to them.

> **NOTE:** In pilot-testing this curriculum we found that this lesson was much less meaningful to sixth graders than to seventh and eighth graders. If you have a group of sixth graders, and you feel this material is either too sophisticated or not interesting to them, feel free to skip this lesson.

Objectives

Students will be able to:

- define three aspects of clout—PIES, Power, Influence, and Economic Status;
- describe their experience in a simulation game;
- discuss how clout influences conflict.

Activity Type

Simulation game, PIES Chart

Vocabulary

Clout—The combination of an individual's power, influence, and economic status. Clout is highly dependent on the Context of an individual.

Lesson Sequence

- Gathering (Optional)
- Define "Clout"
- Play the Clout Card Game
- Any Additional Activities You May Choose
- Evaluation/Review of Key Points
- Closing (Optional)

Time Needed

One class period (minimum 40 minutes), depending on the additional activities you choose.

Handouts

Additional Activities: The Clout PIES of Four Middle School Students

Materials

A deck of playing cards with the face cards and aces removed.

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(3 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson you think will be unfamiliar to your students.

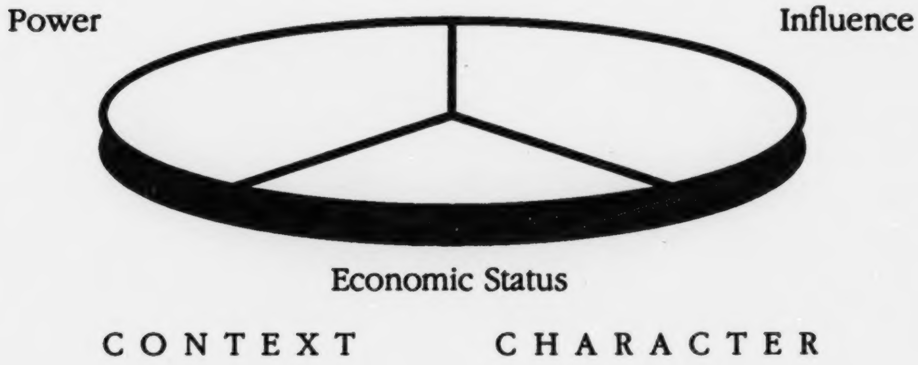
Level: A/B/C
(5 minutes)

DEFINE CLOUT

Handouts. *The Clout PIES*

1. Draw a pie chart on the board that looks like this:

The Clout Pie



2. Present the following mini-lecture:

You may remember that *Clout* is one of the suits in the Diversity Deck. *Clout* consists of three elements: Power, Influence, and Economic Status. They vary from person to person in their importance.

Power means how much ability you have to get the things you need to survive and thrive—food, clothing, shelter, work, protection, education, and other resources. Power is also how much other people recognize that ability.

Influence is how much other people respect you and will do or help you do what you want.

Economic Status refers to how much money you have and the things that go along with that money. It can also mean how much money people think you have.

Clout is very dependent on the wild cards that provide one's *Context.* It is also dependent on the other cards of the Diversity Deck: Color, Culture, and Character.

For example, most middle school students don't have much Clout. They don't have a lot of power in the larger world, they don't have much influence, and they are usually dependent on their families for their economic status. But if you change the context from the larger world to the middle school, young people among their peers may have quite a lot of Clout—especially power and influence.

Level: A/B/C
(30 minutes)

PLAY THE CLOUT CARD GAME

Materials. A deck of playing cards with the face cards and aces removed.

NOTE: Students may have strong feelings about this activity. Leave enough time for them to discuss the activity and process their feelings.

1. Tell students that they will be playing a game that explores issues of Clout: power and status. Show the deck of cards and explain that you have removed the face cards and the aces. Only cards numbered two through ten remain.

2. Continue to explain the directions for the game as follows:

   Each of you will receive a card, face down. You are not to look at your cards until I explicitly tell you to, which will not be until the game is over. If anyone accidentally sees their card, they should ask for a new one. When I give the signal, take your card and lift it to your forehead, without looking at it, and hold it face out. (Demonstrate this.) Everyone else will be able to see your number, but you will not.

   We'll be using only numbered cards, and the numbers indicate the relative status you have. A person with a high card (an eight, nine, or ten) has high status or is popular. A person with a low card (a two, three, or four) has low status or is unpopular.

3. When students understand the meaning of cards, explain the situation.

   Once you have your cards to your foreheads, I'm going to ask you to imagine that you are about to get on a bus for a field trip and are figuring out with whom you want to sit. Remember, don't look at your own card, but do treat other people as a two, or three, or five, or nine, or ten, or whatever card they have on their forehead. Also, don't tell other people what their card is, and don't look in their glasses to try and see your card. Part of the fun is not knowing.

4. Distribute the cards, face down. Then give a signal and have students bring the cards to their foreheads without looking at them. Have students stand and mill about, negotiating with whom they wish to sit. Observe

how they treat different numbered people. Allow three to five minutes for this, then call, "Freeze! DON'T LOOK AT YOUR CARDS YET!"

5. Ask students to line up around the room, without looking at their cards, in order from ten to two, based on what number they think they have. Designate which end of the room is ten, and which end is two.
6. When students have finished lining up, ask students to guess, without looking at their cards, the number they have. After all the students have guessed their number, tell them they may look at their number.
7. After students have seen what number they had, collect the cards and have students return to their seats.

Discussion

- First address the high numbers. How did you know you were a high number? How did people treat you? What were subtle and not-so-subtle behaviors and clues to your status?
- Now address the low numbers. How did you know you were a low number? How did people treat you? What were subtle and not-so-subtle behaviors and clues to your status?
- Now address the middle numbers. How did you know you were a middle number? How did people treat you? What were subtle and not-so-subtle behaviors and clues to your status?
- How did it feel when you realized you had a high number?
- How did it feel when you realized you had a middle number?
- How did it feel when you realized you had a low number?
- Did any of you high number people try to associate with low number people? What happened?
- Did any of you low number people try to associate with high number people? What happened?
- What's the difference between a high number person trying to associate with a low number person, and a low number person trying to associate with a high number person?
- Did you middle number people try to associate with either high or low number people? What happened?
- High number people, why did you treat the low number people the way you did? (If someone says, "You told us to," remind them that the directions said, "You are about to get on a bus for a field trip and are figuring out with whom you want to sit. Remember, don't look at your own card, but do treat other people as a two, or three, or five, or nine, or ten, or whatever card they have on their forehead." In other words you did not say specifically how they were to treat the other numbers.)
- Did anyone want to or try to get rid of the distinctions between numbers? What stopped you?

- What places and situations do you see how high Clout people treat lower Clout people?
- What are some real-life examples of high numbers? Low numbers? Middle numbers?
- What are some real-life examples of people trying to eliminate or reduce distinctions between high Clout and low Clout people?

Level: A/B/C (3 minutes)

EVALUATION/REVIEW OF KEY POINTS

1. Evaluation: Have volunteers say something they will remember from this lesson.
2. Summarize the key points of the lesson:
   - Clout is a combination of power, influence, and economic status.
   - Clout is tempered by culture, color, and character.
   - Clout changes depending on where you are (your context).
   - We learn different ways of behaving toward people depending on their Clout—just as we did in the Clout Card Game—but we can change those ways.

Level: A/B/C (5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C (Time will vary)

Conflict Journal Activities

Have students look for examples of Clout in conflicts they see in school, their community, and the world. Ask them to analyze these examples of Clout using the PIES chart, and to comment on how it affects the conflict's beginning and escalation.

Level: A/B/C (Time will vary)

Clout and Conflict Role-Plays

Choose role-plays from earlier skill lessons for students to do in class. Each role-player should have a status card taped to his or her forehead. As students role-play, have them react to the status of the other person. For example, a nine in conflict with a three might say, "I can't be bothered with this." Students in the audience should watch to see how status differences affect the conflict. An interesting variation is to have the role-players switch status cards, but not roles, halfway through the exercise.

At first, give the role-players very different status levels, so that, for example, a ten is in conflict with a two. As you repeat the activity, make the cards' numbers closer together.

Discussion

- How did the Clout cards affect the conflict?
- Did it affect how the conflict was resolved?
- What kinds of things did the high status person do in the conflict?
- Did or could the low status person do those things?
- How did changing the status change the role-play?
- What experiences have you had in conflicts with people who were of very different status than you?

Level: A/B/C
(20 minutes)

More Practice with the Clout PIES

1. Divide students into work groups of three or four. Distribute the *The Clout PIES of Four Middle School Students* handout. Have students read the handout and decide as a group the following (write these questions on the board):
    - Of the four people on the handout, who has the most Clout?
    - What are the elements of each person's Clout?
    - How does Context affect each person's Clout?
    - How does Character affect their Clout?
    - What do we know about their Culture? How does it affect their Clout?
    - What do we know about their Color? How does it affect their Clout?

    (Tell students to remember that Color cards in the Diversity Deck are more than skin color.)
2. Bring the class together to discuss their conclusions. Emphasize the following points:
    - Clout is not dependent on having large pieces of all three sections of the PIE.
    - Clout varies depending on the context of the PIES.
    - Clout depends in part on other people's perception of your PIES.

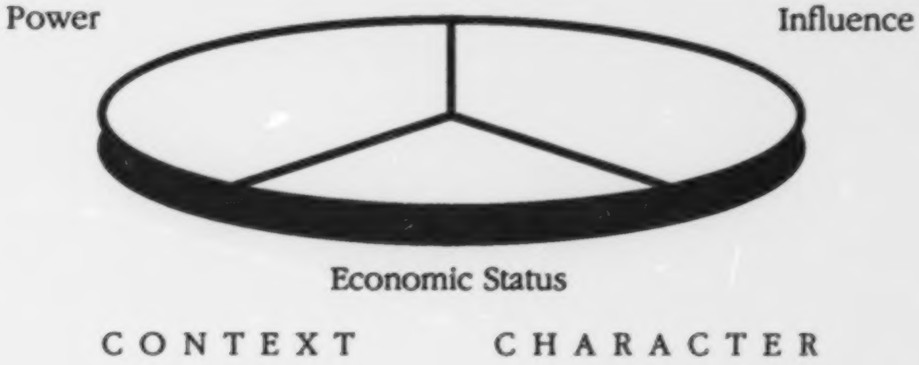
Discussion

- Who did you think had the most Clout?
- What influenced their Clout?
- What would it be like to be in a conflict with Andres? With Sophia?

STUDENT HANDOUT

THE CLOUT PIES OF FOUR MIDDLE SCHOOL STUDENTS

The Clout Pie



Gina

An eighth grade student who is on the honor roll. She has a small circle of friends who say things like, "She won't let you down," "She keeps secrets," "You can depend on her." Other students don't know her or her family well, but they know she gets good grades in school. Gina's family doesn't have a lot of money, but she has never gone hungry either. The students who don't know her say things like, "She's smart," and "She's quiet."

Andres

A seventh grade student who wants very much to be accepted by a group of eighth grade boys. Because his family has a lot of money, he often treats boys in this group to snacks and lends them money when they need it. Lately, though, he's been wondering how successful he's been. He always has to call the boys to go do things, they rarely call him. One of the boys had a party last weekend, and Andres didn't find out about it until Monday. He feels lonely.

Paul

An eighth grade softball star. Paul is smart, good-looking, and his family has a lot of money. Most of the other Asian students in his school have reputations for being smart, but Paul is best known for being an athlete. He doesn't have much use for people who aren't athletes, and he sometimes leads his buddies in teasing and scapegoating weaker students. He seems to especially dislike other Asian students.

Sophia

A sixth grade student who moved to this country from Greece two and a half years ago. Her father died when she was young, and her mother struggles to feed and clothe three children on her pay as a factory worker. Sophia is known as a jolly person—she's often with a group of students, laughing and having a good time. If she makes a mistake in her English or if her clothes are old, she jokes about it. She likes organizing things and is often elected by other students to do special tasks.

NOTES

Understanding Clout
Diversity and Conflict Lesson 24

25 Understanding Stereotyping, Prejudice, Discrimination, and Scapegoating

Lesson in Brief

Students learn terms related to stereotyping and prejudice through brainstorming and case studies.

Notes

Research tells us that young people are more likely to resist prejudice if they have a way of talking about it, i.e., if they understand such terms as stereotyping, prejudice, discrimination, and scapegoating. Common sense tells us that they will also be more likely to intervene in conflicts related to prejudice and discrimination if they have some examples of how this can be done. This lesson focuses on helping students acquire and understand the vocabulary of prejudice by building their own experience with these concepts. It goes on to help students examine effective and ineffective ways to handle prejudice-related conflicts, using skills they already acquired earlier in this course of study.

Objectives

Students will be able to:

- define stereotyping, prejudice, discrimination;
- give examples of each;
- describe how each is potentially dangerous and can contribute to conflict.

Activity Type

Brainstorming, Case Studies, Conflict Styles

Prerequisites

Conflict Styles (Conflict Skill Lesson 11)

Vocabulary

Stereotype—A mental image of a group based on opinion without regard to individual differences.

Prejudice—A negative judgement or opinion formed about a group without knowledge of the facts.

Assumptions—Conclusions based on limited knowledge of the facts.

Discrimination—Treating people in a less favorable way because they are members of a particular group. Discrimination is prejudice in action.

Scapegoating—Projecting one's weaknesses or faults onto others and the resulting hostile behavior (either actions or words) towards those individuals or groups.

Lesson Sequence	• Gathering (Optional) • Introduce Stereotyping with "All Kids..." • Define Stereotyping, Prejudice, Discrimination, and Scapegoating • Any Additional Activities You May Choose • Evaluation/Review of Key Points • Closing (Optional)
Time Needed	One class period (minimum 40 minutes), depending on the additional activities you use.
Handouts	*Understanding Prejudice: Some Definitions*
Materials	Magazines, newspapers, and other advertising media

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(3 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson you think will be unfamiliar to your students. (Do not define stereotype, prejudice, discrimination, and scapegoating. They will be covered during this lesson.)

Level: A/B/C
(15 minutes)

INTRODUCE STEREOTYPING WITH "ALL KIDS..."

1. Explain that today's lesson focuses on stereotyping and prejudice. Note that as young people, everyone in the class has been a victim of some kind of stereotyping.
2. Write on the board the sentence stub "All kids..." (Or, if you are working with level B or C students, "All teenagers..." Ask students to brainstorm all the ways they have heard people complete that sentence, such as: "All kids are noisy," "All kids break things," "All kids are ignorant," etc. Write their responses on the board.
3. Continue the brainstorm as long as energy is high. When it slows down, ask for last contributions and wrap it up.

Discussion

- Who do you hear say these things about young people?
- Which of these would you call positive?
- Which of these would you call negative?
- Are they true for all young people?
- Are they true for some young people?
- How does it feel to have people assume you're one way just because you're a young person?

4. When the discussion of the brainstorm is complete, explain that all of these are examples of stereotypes.
   - What might be a definition of stereotype?

Level: A/B/C
(10 minutes)

MICROLAB ON STEREOTYPING

1. Divide students into microlab groups of three or four. Give each student two minutes to address the following:
   - How could these stereotypes harm young people?
   - Tell about a time when you were hurt by a stereotype.
   - What feelings did you have?

Remember to signal each time two minutes is up.

Discussion

- What did you notice as you did this activity?
- What feelings did these stereotyping incidents bring up?

Level: A/B/C
(10 minutes)

DEFINE STEREOTYPE, PREJUDICE, DISCRIMINATION, AND SCAPEGOATING

Handouts. *Understanding Prejudice: Some Definitions*

1. Distribute the *Understanding Prejudice: Some Definitions* handout, and present the following mini-lecture/discussion:

   A *Stereotype*, as we just saw, is a mental image of a group based on opinion without regard to individual differences. A stereotype says that all the members of a group are the same. One problem with stereotypes is that while some members of the group, maybe even most members of the group, are like the stereotype in some ways, no member of the group is like the stereotype in all ways. As you said, some young people fit some of the stereotypes you named, but no one fits them all. Unfortunately, stereotypes easily lead to prejudice.

   Prejudice is a negative judgement or opinion formed about a group without knowledge of the facts. It is based on stereotypes. A prejudiced person assumes that all the members of a group will act a certain way. Prejudice is the first step to discrimination.

   Discrimination means treating people in a less favorable way simply because they are members of a particular group. Discrimination is prejudice in action. Discrimination may mean leaving people out of things (like clubs or organizations), not allowing them to have things they need (like education or housing), or simply treating other people better than the members of the group being discriminated against.

   Scapegoating is projecting one's weaknesses or faults onto others and the resulting hostile behavior (either actions or words) towards those individuals or groups. Scapegoating is usually done against people who cannot fight back.

2. Tell the students:

   Suppose I said to you now that wearing Reeboks shows uncommonly good taste and superiority of mind. Reebok people get to go to lunch. Everyone else has to miss lunch. Reebok people also get extra cake at lunch. And they get to leave school early. And they get to go to a concert tonight. Free. Non-Reebok people are not supposed to associate with Reebok people.

Discussion

- What would this be an example of?
- Who is discriminated against in this example?
- How are non-Reebok people being discriminated against?
- Does it make any sense to discriminate against non-Reebok people?
- How might it hurt the Reebok people to not be able to associate with non-Reebok people?

Level: A/B/C
(5 minutes)

EVALUATION/REVIEW OF KEY POINTS

1. Evaluation: Have volunteers identify one thing they learned from today's lesson.
2. Summarize key points from the lesson:
   - Review the definitions of stereotyping, prejudice, discrimination, and scapegoating.
   - Stereotyping can lead to prejudice, which can lead to discrimination, which can lead to scapegoating.

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(Time will vary)

Conflict Journal Activities

Have students record examples of conflicts that involve stereotyping, prejudice, or discrimination. How did these influence the conflict? How was the conflict resolved?

Level: A/B/C
(Time will vary)

Find the Stereotypes

Materials. Magazines, newspapers, and other advertising media

NOTE: This makes a good homework assignment.

Have students look for examples of stereotyping in the magazine, newspaper, television, and radio advertisements. Have them describe the advertisements, explain how they promote stereotypes, and point out which groups are stereotyped.

STUDENT HANDOUT

UNDERSTANDING PREJUDICE: SOME DEFINITIONS

Stereotype—A mental image of a group based on opinion without regard to individual differences.

Prejudice—A negative judgement or opinion formed about a group without knowledge of the facts.

Discrimination—Treating people in a less favorable way because they are members of a particular group. Discrimination is prejudice in action.

Scapegoating—Projecting one's weaknesses or faults onto others and the resulting hostile behavior (either actions or words) toward those individuals or groups.

NOTES

Understanding Stereotyping, Prejudice, Discrimination, and Scapegoating
Diversity and Conflict Lesson 25

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Dealing with Stereotyping, Prejudice, Discrimination, and Scapegoating

Lesson in Brief

Students identify strategies for dealing with conflicts that are rooted in stereotyping and prejudice.

Notes

Once students have acquired the vocabulary of prejudice, they are ready to discuss how to handle prejudice-related conflicts. In this lesson, students examine effective and ineffective ways to handle prejudice-related conflicts, using skills they acquired earlier in this course of study. A theme to emphasize during this lesson is that positive and constructive action can be taken to deal with these conflicts.

Objectives

Students will be able to:

- define stereotyping, prejudice, and discrimination;
- describe how each is potentially dangerous and can contribute to conflict;
- identify strategies for dealing with prejudice-related conflicts.

Activity Type

Conflict Styles

Prerequisite

Conflict Styles (Conflict Skill Lesson 11)

Vocabulary

Stereotype—A mental image of a group based on opinion without regard to individual differences.

Prejudice—A negative judgement or opinion formed about a group without knowledge of the facts.

Assumptions—Conclusions based on limited knowledge of the facts.

Discrimination—Treating people in a less favorable way because they are members of a particular group. Discrimination is prejudice in action.

Scapegoating—Projecting one's weaknesses or faults onto others and the resulting hostile behavior (either actions or words) toward those individuals or groups.

Lesson Sequence

- Gathering (Optional)
- Discuss How Stereotyping and Prejudice Are Harmful
- Identify Strategies for Prejudice-Related Conflicts
- Any Additional Activities You May Choose
- Evaluation/Review of Key Points
- Closing (Optional)

Time Needed	One class period (minimum 40 minutes), depending on the additional activities you use.
Handouts	*Prejudice Situation Cards, We All Lose!, Interrupting Prejudice Case Studies, Strategies for Interrupting Prejudice*
Materials	Magazines, glue sticks, large sheets of newsprint, markers in various colors, video "Names *Can* Really Hurt Us"*

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* Available through the Anti-Defamation League (1-800-343-5540).

Level: A/B/C
(5 minutes)

GATHERING (OPTIONAL)

If you so desire, choose a Gathering Activity from Appendix A.

Level: A/B/C
(3 minutes)

AGENDA AND VOCABULARY REVIEW

Write the agenda on the board and review it with the class. Introduce any vocabulary in the lesson that you think will be unfamiliar to your students.

Level: A/B/C
(20 minutes)

DISCUSS HOW STEREOTYPING, PREJUDICE, DISCRIMINATION, AND SCAPEGOATING ARE HARMFUL*

Handouts. *We All Lose* (one copy for each group), one set of *Diversity Situation Cards* for each group of three to four students

1. Divide students into groups of three or four. Give each group a copy of the *We All Lose* handout and a set of *Diversity Situation Cards.*
2. Have a student in the group draw one of the cards and read it to the group. The group then fills in the first box on the handout, identifying the act involved and how it harms the people in the situation.
3. When the group is satisfied with its responses to the first situation, a second student draws another card, and the process is repeated. The group keeps drawing cards until the handout is filled in completely.
4. Begin the discussion by having each group share with the class its responses to one of the situations.

Discussion

- What are some of the ways people in these situations "lost" as a result of stereotyping, prejudice, discrimination, or scapegoating?
- What are some ways the people who did the stereotyping, prejudice, discrimination, or scapegoating "lost"?
- What kinds of conflicts do these situations represent? How would you classify them?
- What is the role of stereotyping, prejudice, discrimination, or scapegoating in the conflicts—is it the cause of the conflict? An escalator?
- Can you think of other examples where people have lost out because of stereotyping, prejudice, discrimination, or scapegoating—either as victims or perpetrators?

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* From Nancy Schniedewind and Ellen Davidson, *Open Minds to Equality.* © 1983 Allyn and Bacon. Adapted by permission.

- How do you think the people in these situations learned stereotypes or prejudices?
- Have you ever been the victim of stereotyping, prejudice, discrimination, or scapegoating?

Level: A/B/C
(15 minutes)

IDENTIFY STRATEGIES FOR PREJUDICE-RELATED CONFLICTS

Handouts. *Interrupting Prejudice Case Studies* (two case studies for each group of three or four), *Strategies for Interrupting Prejudice* (one for each group of three or four)

1. Review the six styles for handling conflicts that were introduced in Conflict Skill Lesson 5. If needed, redistribute the *Six Ways of Handling Conflicts* handout from that lesson. Explain that all of these ways can be used to deal with prejudice- and stereotype-related conflicts.
2. Divide students into groups of three or four and give each group a copy of the *Strategies for Interrupting Prejudice* handout. Explain that each group will receive two different case studies that tell of how someone dealt with or "interrupted" prejudice in a conflict. Some of the people were effective, some were not. The group will have about five minutes to read the case, then discuss the questions on the handout and decide what they think. (You may allow more time for this activity if you choose.)
3. Distribute two case studies to each group. Some groups will have the same case studies as others. You will want to consider the standards of your community in choosing which case studies to use. Allow about five minutes for each case study. As the groups work, give them time warnings. After five minutes, they should move on to the second case study, unless you are able to give them more time.
4. When the groups have finished, have each group share with the class one of the case studies they discussed.

Discussion

- What were the most ineffective ways of dealing with these conflicts?
- What values were at work in these conflicts?
- What role did values play in the conflicts?
- Did any of the people in these cases use conflict productively? How?
- Have you ever been in similar situations? What did you do?

Level: A/B/C
(5 minutes)

EVALUATION/REVIEW OF KEY POINTS

1. Evaluation: Have volunteers respond to the following question. If you were going to describe this class to a friend who was not here, what is one thing you would say about it?
2. Summarize key points from the lesson:
   - Stereotyping can lead to prejudice, which can lead to discrimination, which can lead to scapegoating.
   - Stereotyping, prejudice, discrimination, and scapegoating harm all the people involved.
   - Conflict resolution skills can help in handling prejudice-related conflicts.

Level: A/B/C
(5 minutes)

CLOSING (OPTIONAL)

If you so desire, choose a Closing Activity from Appendix B.

ADDITIONAL ACTIVITIES

Level: A/B/C
(30 minutes)

Make a Collage: Exploring Discrimination*

Materials. Magazines, glue sticks or paste, large sheets of newsprint, markers in various colors

1. Divide the class into five groups. Explain that the project is for each group to make a collage that illustrates something about stereotyping. You will give each group materials. They may use those materials and *no others*. Each group will be graded based on the same criteria: an effective visual statement of what stereotyping is and how it can be harmful.
2. Distribute materials to the groups as follows:

   Group 1: A sheet of newsprint, a glue stick or paste, many magazines, three markers in different colors.

   Group 2: A sheet of newsprint, a glue stick or paste, many magazines, one marker.

   Group 3: A sheet of newsprint, a glue stick or paste, four magazines, one marker.

   Group 4: A sheet of newsprint, a glue stick or paste, one magazine.

   Group 5: A sheet of newsprint, one magazine.

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* From Nancy Schniedewind and Ellen Davidson, *Open Minds to Equality.* © 1983 Allyn and Bacon. Adapted by permission.

3. Give each group 20 minutes or so to complete their collages. During that time, note how the groups work together and the comments students make. If students complain about how the materials were distributed, be very matter-of-fact. Say something like, "That's the way life is. Sorry, but there are no changes."
4. After 20 minutes, have the groups share their collages with the class.

Discussion

- How did you feel while doing the project?
- How did you feel when you looked at other groups?
- In what ways was your project easy? Hard? Frustrating? Fun?
- Why do you think I set up the project this way?
- Are there other situations in school where some people start out with greater advantages than others?
- Are there other situations in the world where some people have more advantages and others are discriminated against?

Level: A/B/C
(30 minutes)

VIEWING "NAMES CAN REALLY HURT US"

Materials. "Names *Can* Really Hurt Us"* video

"Names *Can* Really Hurt Us" shows how an intensive diversity awareness and prejudice reduction program was used with a group of New York City middle school students. During a two-week period these students moved from an intellectual understanding of prejudice to a first-hand sharing of the pain of prejudice in their lives. They began to feel empowered to help reduce prejudice, increase tolerance, and create harmony.

After viewing the tape, ask students to find a partner and spend three minutes each recalling images in the film that stood out for them and why those images were so powerful. Bring the class together and discuss as suggested below.

Discussion

- What images did you find most powerful?
- What gave those images their power?
- What strategies for countering prejudice did you see in the video?

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* "Names *Can* Really Hurt Us" is available through the Anti-Defamation League (1-800-343-5540).

STUDENT HANDOUT

PREJUDICE SITUATION CARDS

1. Steven was hit in the eye with a softball, and to everyone's surprise, he started to cry. The other guys then started to snicker. Jorge felt bad for him, but laughed along with the other guys.

2. Some Latino students asked Shirley to join their group to do a math project. She thought that because their English wasn't good they couldn't be very smart. She joined another group. Their group got an A. Shirley's didn't.

3. Gabe was a great dancer. One day the phys. ed. teacher suggested that Gabe might want to take up ballet. Gabe liked the idea, but the more he thought about it, the more he was afraid that the other guys would make fun of him. He dropped the idea, along with lots of good exercise and a possible career.

4. Denise fell on the sidewalk. Her ankle really hurt. A black woman stopped to help her up. "I'm a doctor," she said. "Sit on this bench and let me look at that." Denise didn't trust the woman and said, "No thanks. I'm fine." She limped away.

5. Joan's family doesn't have much money and lives in a different neighborhood from Lu Ellen's. When Joan invited Lu Ellen to a birthday party, Lu assumed the house would be messy and dirty. She didn't go, and everyone told her later how nice the house was, and how good the food was.

6. Tyrell missed the bus and needed a ride to school. Ms. Gomez, who is 82, offered him a ride. Tyrell refused, thinking she'd drive off the road. He killed his feet walking the four miles to school, was late, and it started to rain.

7. Arnie's younger sister keeps calling her friend a "wild Indian." She shoots him again and again with a toy gun. Arnie is bothered by this name-calling, but he doesn't say anything.

8. Karen is having trouble in math class. She keeps going for extra help, but her grades are not improving. The teacher tells her it's okay because girls don't do well at math.

STUDENT HANDOUT

WE ALL LOSE!

Card Number______

Stereotype or
Prejudice____

Harm caused by stereotype or prejudice to each person in the situation:

____

____

____

Card Number______

Stereotype or
Prejudice____

Harm caused by stereotype or prejudice to each person in the situation:

____

____

____

Card Number______

Stereotype or
Prejudice____

Harm caused by stereotype or prejudice to each person in the situation:

____

____

____

STUDENT HANDOUT

INTERRUPTING PREJUDICE CASE STUDIES

Case 1

A group of five middle school boys and girls were concerned about racial conflicts in the school. One of them had heard about a group of athletes that comes to middle schools and talks with students about prejudice and racism. They wanted to bring this group to their school. They met with the assistant principal and a guidance counselor and got their help in arranging an assembly. They raised money for the speakers by having a bake sale and by asking some business people to help them. The speakers came and spoke to the students, and everyone was inspired by them.

Case 2

Martin, who is an eighth grader, saw a group of three elementary students picking on a retarded man in his neighborhood. The man was getting upset, and this made the children tease him all the more. It made Martin angry to see this. "Hey you kids, knock it off, or I'm going to come after you myself." The children saw who was yelling and ran off.

Case 3

Eileen hangs out with some girls who are very popular. They often tease and laugh at Charlene, a girl in their class who doesn't have much money. Eileen hates the way they pick on Charlene, but goes along with it because she really wants this group of girls to like her.

Case 4

Liu is new to the country and doesn't speak much English. She has been teased by a group of boys in school. Now, whenever she sees these boys coming, she walks away quickly. She tries never to be where they are.

STUDENT HANDOUT

Case 5

Jon is at his relative's house on Sunday afternoon. He's sitting with all the men in his family, watching the football game. One of his uncles starts to say racist things about some of the players on the team. Jon is uncomfortable, but doesn't know what to do. His father isn't saying anything either. Jon thinks, "If I don't say anything he'll stop. I'll just let it go. It's his house."

Case 6

In homeroom some of the students are talking about gay men and making jokes. Mark's face gets very red, and suddenly he blurts out, "My uncle's gay and he's a great guy. You guys don't know what you're talking about so just shut up!" Someone says, "Okay, Mark, relax!" The teacher comes in and the kids take their seats. Later, another student comes up to Mark and says, "I have a gay uncle too. And I really like him. I was glad you told those kids to shut up."

Case 7

Ruth, who is African-American, is constantly in conflict with Isabel, a Latina girl in her grade. Ruth feels that Isabel is always putting her down and making racist comments about her. Isabel makes the comments in Spanish, so Ruth isn't sure. Ruth likes to go to the Youth Center, but doesn't feel comfortable when Isabel is there. She is tired of these conflicts, so she approaches Isabel one day. "Look," she says. "We really get on each other's nerves. So I'll make a deal with you. I'll stay out of your way for the whole school day if you stay out of the Youth Center." Isabel agrees to the deal.

Case 8

One day Mario's friend Dan started making jokes about Italians, saying they were stupid and dirty. Mario, who is Italian, didn't say anything. But as he walked home from Dan's house he thought to himself, "I'm going to say something. I just need to calm down and figure out how I want to say it. Then I'm going to call him tonight."

STUDENT HANDOUT

Case 9

Because of surgery she had on her leg, Casel walks with a brace and a cane. Before the surgery she couldn't walk at all. Now she goes to a new school where a group of boys taunt her every day on her way to her sixth period class. She's tried ignoring them, but they keep doing it. One day she sees one of the boys in the library, sitting by himself. She goes up to him and says, "Why do you and your friends pick on me? I never did anything to you." The boy mumbles an apology. "Will you stop?" Casel asks. The boy agrees, then leaves.

Case 10

The students in one middle school stick pretty much with their own racial and ethnic group. They don't mix much, and when they do, it's often because they're in conflict. But one of the teachers has organized a project to paint a mural on the side of the school. Eight students have been chosen to design and paint the mural. They are students from all different racial and ethnic backgrounds, and they have to make decisions together and work together. As a result of working on the project, they get to be friends and start hanging out together.

STUDENT HANDOUT

STRATEGIES FOR INTERRUPTING PREJUDICE

Case Study Number ______

What conflict styles did you see in this situation?

_____Aggressive
_____Collaborate
_____Compromise
_____Give In
_____Avoid or Delay
_____Get Help

If you were the person in this situation, would you feel satisfied with the way it turned out?

In what ways was this response effective?

In what ways was it ineffective?

Identify three other possible responses:

Case Study Number ______

What conflict styles did you see in this situation?

_____Aggressive
_____Collaborate
_____Compromise
_____Give In
_____Avoid or Delay
_____Get Help

If you were the person in this situation, would you feel satisfied with the way it turned out?

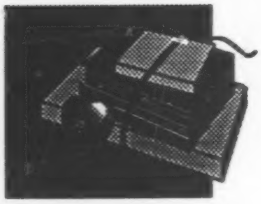
In what ways was this response effective?

In what ways was it ineffective?

Identify three other possible responses:

NOTES

Dealing with Stereotyping, Prejudice, Discrimination, and Scapegoating
Diversity and Conflict Lesson 26



Part Three: Infusing Conflict Resolution Into the Curriculum

27 Overview

Once students have been introduced to the Conflict Activity Types in the Conflict Skill Lessons (and the skills and concepts those activity types represent), they should be ready to use the Conflict Activity Types in the standard middle school content.

Infusing conflict resolution into the standard curriculum using the Conflict Activity Types:

- gives students a chance to practice and reinforce key conflict resolution concepts and skills;
- challenges them to think about how to apply what they have learned because it places those skills and concepts in a different context from the one students have been working with;
- is time efficient, since it reinforces conflict resolution skills and concepts as it teaches basic knowledge;
- sends a message that conflict resolution is important in the middle school since it is not being segregated to one corner of the curriculum or the school day, but is, instead, infused throughout many aspects of the school day;
- Since students love to talk and learn about conflict, infusion enlivens the curriculum and motivates students. It's fun!

The activities that follow can be used in English/Language Arts and Social Studies and are based either on the Conflict Activity Types or the skills and concepts they represent. This part of the curriculum is still evolving, and we are planning to include activities in Math, Science, etc. If you have suggestions, please let us know! In fact, we are always looking for new ideas for this section (or any other section of the curriculum). If we use your ideas, we will credit you in future editions.

28 English, Reading, and Language Arts

Activity Type Identifying Conflicts, Conflict Sort

Conflict Bag Report*

A bag report is a type of oral report. Students take a plain brown bag. On the front they write the title and author of the book they are reporting on. They may also draw a picture. Inside the bag they place five objects, each representing a conflict in the book. (Most books will have more than five conflicts. Students are free to choose the five they wish.) On the back of the bag they write the names of the characters involved in each conflict. They also write their own names on the bag. To present their Bag Reports, students remove each object from the bag and describe the conflict that object represents and which character is involved. If you would like for there to be more writing with this type of report, students can write a paragraph for each object explaining the conflict and why they chose that object.

Conflict Sort—Option One

This first type of Conflict Sort activity is the most sophisticated. It can be done individually or in groups. Have students identify all the conflicts they can from the book they are reading and then write each conflict (with a page reference) on a 3" x 5" card. They need only write a sentence or two describing the conflict and who is involved. When they have finished identifying conflicts, the students should classify the conflicts according to a classification scheme that they develop. (They may also use one of the schemes on the handout from Conflict Skill Lesson 1.)

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* I learned about Bag Reports from Barbara Scotto, Driscoll School, Brookline, MA.

Conflict Sort—Option Two

This type of conflict sort is simpler. Students begin by devising a classification scheme for conflicts. They then make a chart and list three conflicts from the book that fit the designated categories.

For Example

From the book *Bridge to Terabithia* by Katherine Paterson:[*]

Goals	Resources	Values
Jess wanted to be an artist but no one else wanted him to.	Janice Avery took May Belle's Twinkies.	Leslie was disgusted with the girls for telling Janice's secret.

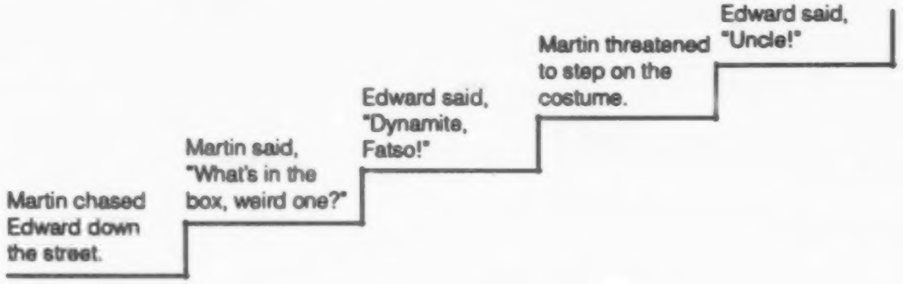
Activity Type Conflict Escalator

Conflict Escalator with Specific Conflicts

Students identify a conflict in the book then map it on the escalator by writing a behavior in the conflict on each step. Students should be sure to identify the feelings that escalate with each step and to list the contents of the baggage the characters are carrying with them.

For example:

In *The Bully of Barkham Street* by Mary Stolz[†] there is a conflict on pages 114-116 that can be mapped as follows:


Martin chased Edward down the street.
Martin said, "What's in the box, weird one?"
Edward said, "Dynamite, Fatso!"
Martin threatened to step on the costume.
Edward said, "Uncle!"

Conflict Escalator with All or Most of a Book

Conflict escalators can be used to map all of a book or significant portions of it. Used this way, students note on the escalator the major events leading to conflicts in the book. They are less focused on two or three characters and more concerned with the main characters involved in major conflicts in the book.

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[*] Katherine Paterson, *Bridge to Terabithia* (New York: Thomas Crowell, 1977).

[†] Mary Stolz, *The Bully of Barkham Street* (New York: HarperCollins, 1963).

Activity Type Anger Thermometer, Other Feelings

Feelings Charts

Using the *Feelings Word List* in Conflict Skill Lesson 3 have students choose ten of the feelings words and make a chart. For each word they should write a definition. They should cite (with page references) an incident from the book when a character felt that emotion.

Where On the Anger Thermometer (Or Continuum)?

Have students identify ten incidents from the book that involve some degree of anger. They should describe each incident, then draw an Anger Thermometer (or Continuum for more advanced students) next to that description, identifying the degree of anger in that incident.

Feeling Word Continuum

The Anger Sort activity in Conflict Skill Lesson 3 is both a discussion starter and a vocabulary-building activity. Challenge students to come up with their own versions of the Anger Sort using other emotions. Have them begin by choosing a theme emotion such as love, fear, or jealousy. They should find five to ten words that express various degrees of that feeling. Next they write the words on 3" x 5" cards (one word to a card) and place them on a continuum of least to most intense. When they have completed their decks of feeling words, they can trade with other students to have them try to arrange the words from least to most.

How Feelings Feel

Have student collect from various books words, phrases, or sentences that show unusual ways feelings are described or expressed. These might be from scenes (not always including conflicts) where characters are trying to express feelings or even identify feelings to themselves. They might also be where the author is describing how a character is feeling. Encourage students to collect examples that go beyond, "She felt sad when she saw the dead squirrel."

Activity Type De-Escalating Conflict—CAPS

If It Were Me I'd De-Escalate It This Way...

Have students identify a conflict in the book and describe or write about how it has escalated. Next have them identify as one of the characters and complete the statement, "If I were in this conflict, I'd de-escalate it this way..." They should go on to describe what they would do to de-escalate the conflict: the behaviors they would use, what they would say, what they would do or not do, and how they think the other character would react.

Examples of De-Escalation

CAPS is only one way to de-escalate conflicts. Have students look for examples of de-escalation in many books. They can write up each example saying who's involved in the conflict, what the conflict was about, and how it was de-escalated. For each example, they should write a word or phrase that summarizes the de-escalation approach. Examples include talking it out, clearing up misunderstandings, apologizing, etc. If they see patterns or common approaches in the examples they collect, they can classify them together on the chart.

Conflict Stories with First Lines and Last Lines

This writing exercise is a fun way for students to practice de-escalating conflicts. Give students the first line of a story that clearly indicates a conflict. Also give them the last line that clearly indicates the conflict is resolved. Have them write the story that will connect the first sentence with the last and will show how the characters de-escalated and resolved their conflict.

Sample Story Lines

First Line: "Some friend you turned out to be," Marina said to Claire. "Just stay out of my life!"

Last Line: Marina smiled at Claire. "I'm really glad we worked this out."

First Line: "I was counting on you to back me up," Roberto shouted at James. "You totally let me down!"

Last Line: "You're a good friend James," Roberto said. "And a *dependable* friend."

First Line: "I'm sorry Captain," said Star Cadet Williams. "I cannot obey that order. It would put too many lives in danger."

Last Line: "Thank you Captain," said Star Cadet Williams. "It means a lot to me to have you say that."

First Line: "Forsooth my lad," said the old man. "Ye cannot really believe that's the best course of action!"

Last Line: "Aye, a feast like this is a splendid way to celebrate our success. And a special toast to you my lad!"

Activity Type Win-Win Grid, Problem Solving, Conflict Management Styles

Suggesting Endings

Have students stop reading a book once a key conflict is established and have them brainstorm the possible endings to the book or solutions to the conflict. These need not be realistic endings—encourage students to use their imaginations. Emphasize that the point is not to "guess the ending" but rather to come up with as many alternate endings as possible.

Using the Win-Win Grid

A variation on the above activity is to have students stop reading a book once a key conflict is established and develop possible endings using the Win-Win Grid. They should come up with at least one solution for each square on the grid, although they may come up with more. As part of using the Grid, have them identify what the characters in the conflict want. Again, emphasize that the point is not to "guess the ending" but rather to come up with as many alternate endings as possible.

Identifying Conflict Styles

Have students make a chart of the different conflict resolution styles they worked with in Conflict Skill Lesson 5. Next, have them find examples of those styles from either one book or several books. For each style on the chart they should describe the style used in a particular book, including who used the style, in what conflict, and the result.

Conflict Stories with First Line and Last Line

The writing exercise suggested for De-Escalating Conflict can also be used for this theme. Give students the first and last line of the story. Ask them to show how the characters used a particular conflict resolution style to get to a Win-Win ending. As part of the story they should identify the P.O.V.s of the characters and state what the characters want.

Activity Type Listening

Listening for Detail

Read aloud a selected passage from a book that describes a conflict and how it escalates. The first time you do this activity use a fairly short and simple passage. Then repeat the activity using longer and more complex excerpts to add to the challenge. When you have finished reading, ask students to recall the details of the conflict, including identifying any escalating behavior they may have heard described. Also ask students what they think led up to this conflict and what they think might happen next. This is a good activity to pique students' interest in a book they are about to read.

Paraphrase Practice

Play "You Sez, I Sez" while having a book discussion. Divide students into groups of four and explain that they will be discussing a book they have all read. Explain how the discussion will proceed: The first student makes a statement about the book under discussion, such as, "I like the way the characters learned to talk to each other about their differences." The second student also comments on the book, but cannot do so until he or she paraphrases what the first student says, such as, "You say you liked the way the characters learned to talk about their differences; I say I didn't like it when they called each other names." The third student also comments on the book, but must first paraphrase what student number two said, and so on. This activity works best when you give students a focus for their discussion, such as reactions to how the characters grew and changed, reactions to how the characters handled conflicts, how students would have handled the conflicts if they had been the main character, etc.

Activity Type Point of View

Identify the P.O.V. of the Characters

There are several ways to do this activity. One is to have students read the first chapter or two of a book and identify the main characters. Have them then summarize what they know about each character's P.O.V. on the central problem in the book thus far. Ask them to keep these summaries. Followup with a description of how each character's P.O.V. changed in the course of the book and what led to those changes. This is an excellent activity for helping students explore how characters grow and change as a result of conflicts and other experiences.

For example

From *Bridge to Terabithia* by Katherine Patersen:*

The P.O.V. of various characters on Jess' artistic ability:

Jess: loved being able to draw. It's a release for him. A joyful thing.

Jess' Father: thinks drawing is for girls. It's useless. A waste of time.

Miss Edmonds: Jess should be encouraged. He has a wonderful talent.

The Other Teachers: It's a waste of good paper.

Another variation is to have students identify the major P.O.V.s of characters in a book and how they affect the plot and the main characters.

For example

In *The Foxman* by Gary Paulsen,† the main character hears tales from his male relatives about the greatness and glory of war. Then he makes friends with the mysterious Foxman, a severely disfigured old man who lives alone in the woods. There he hears another P.O.V. about war that emphasizes its horrible and destructive aspects. Ultimately, both these P.O.V.s influence his own.

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* Katherine Paterson, *Bridge to Terabithia* (New York: Thomas Crowell, 1977).

† Gary Paulsen, *The Foxman* (Nashville: T. Nelson, 1977).

Fractured Fairy Tales

Read students *The True Story of the Three Pigs* by Jon Scieszka,* a very funny book that tells the story of the Three Pigs from the P.O.V. of the wolf. Discuss how the story differs from the original, how changing the P.O.V. changes the story, what makes the story funny, etc. Then have students rewrite familiar fairy tales from the P.O.V. of the villain or of a minor character. Encourage them to have fun with this, although the stories need not be humorous.

Activity Type Demands and ReallyNeeds

Demands and ReallyNeeds Handout

Use the ***Demands and ReallyNeeds*** handout that follows to help students explore in more depth the characters P.O.V. Followup by having students develop solutions for the conflict in the book that are based on the characters' ReallyNeeds.

Demands and ReallyNeeds Comics

Students can summarize the Demands and ReallyNeeds of the characters in a book by creating a cartoon or comic strip that show the characters' Demands in talk balloons and their ReallyNeeds in thought balloons.

Activity Type Negotiation, Mediation, Arbitration

Negotiating Between Characters in Books

Have students identify two disputing parties in a book. Then have them write up a description of each character and the conflict they share. These descriptions become role-play cards. Students role-play the characters and, as the two disputants, try to come up with a solution to their conflict. They can use everything they know about listening, de-escalating, Demands and ReallyNeeds, and so on in trying to reach a Win-Win resolution. This solution need not have anything to do with the one in the book (if there is a solution).

Mediating Between Characters in Books

This activity is just like the one above, except there is a third party involved—the mediator. Using the guidelines from Conflict Skill Lesson 10, the mediator tries to help the disputing characters come to a Win-Win solution. It is important for the role-play that the characters agree to try to come to a solution and that the players know they should try to come up with a solution. They may be angry and they may act out, but they can't refuse to cooperate at all or the mediation won't work. (Students who have done Conflict Skill Lesson 10 will know this, but they should be reminded.)

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* Jon Scieszka, *The True Story of the Three Little Pigs: by A. Wolf* (New York: Viking Kestrel, 1989).

Examples of Third Party Intervention

Have students look for examples of third party interventions in books they have read. Are the interventions mediation or arbitration? Are they successful or do they escalate the conflict?

ETC.—WRITING ACTIVITIES FOR CONFLICT RESOLUTION

Writing Role-Plays

Have students create role-plays that can be used in skill lessons or for followup and review.

School Paper

If your school has a school paper, students can write articles describing various conflict resolution concepts and how young people could use them. They might also start a "Dear Abby" type of advice column, giving suggestions on how to handle conflict situations.

STUDENT HANDOUT

DEMANDS AND REALLYNEEDS IN FICTION

Book Title: ____________________

Author: ____________________

Describe a conflict in the book

Who are the characters in conflict?

What Demands are the characters making?

List two or three ReallyNeeds for each character. Underline the ones you think are most important.

What is the outcome of the conflict in the book? Do you think it is a good solution?

What would be a solution that would meet the important ReallyNeeds of the characters?

NOTES

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NOTE: The suggestions that follow combine history and current events. We assume that students study history using both text and trade books (fiction and non-fiction) and current events.

Activity Type Identifying Conflicts, Conflict Sort

Conflict Timeline

Have students create a timeline for the classroom that identifies conflicts and conflict-related events. Encourage them to go beyond wars and peace treaties and include such social conflicts as the civil rights movement, labor history, peaceful negotiations, etc. Keep this timeline up all year so that students can add to it as they identify more conflicts.

Conflicts in Historical Fiction

Have students identify the conflicts in a fictional book set in a period of history they are studying. What kinds of conflicts do the characters have? How are they similar to or different from the conflicts students experience in their own lives? How does the time the characters live in influence the conflicts they have?

Conflicts in the News

Have students identify ten conflicts in the newspaper over a one week period. Have them write a sentence or two describing the conflict on a 3" x 5" card. At the end of the week, have them examine their conflicts and develop a way of classifying the conflicts.

Looking for Conflict Types

A variation of the above activity is to assign each student two types of conflict, such as civil wars and domestic disputes. Then have them read the newspaper (or watch T.V. news) for a week, looking for examples of those types of conflict.

Positive Uses of Conflict

There are two ways to do this activity. One is informal. In the course of class discussions point out when conflicts have had positive results or have been used in a constructive way. A more formal version of the activity is to have students research ways in which conflict has been used constructively in history.

Activity Type Conflict Escalator

History On the Escalator

Plotting historical conflicts on the escalator can help students understand how large conflicts started and developed—and how they might have been resolved. Historical conflicts on the escalator usually take place over a much longer span of time than the interpersonal conflicts students have been mapping on escalators, so they may need some help getting the knack of identifying key incidents in history that contributed to a particular conflict. One way to expand this activity is to have students write a paragraph for each step on the escalator, explaining why the particular incident contributed to the escalation of the conflict.

Current Events On the Escalator

Current events can often be plotted or mapped on the conflict escalator. This is a useful way of helping students understand the cause and effect that leads to conflicts escalating or de-escalating. The escalator can also be used to help students compare interpersonal conflicts with other types of conflicts. What causes international conflicts to escalate? Are they the same or different from interpersonal conflicts? What kind of baggage is carried to these larger conflicts? What kinds of emotions are present at each step?

Activity Type Anger and Other Feelings

Feelings On the Historical Conflict Escalator

Have students plot on the escalator a conflict from a work of historical fiction. Have them identify the feelings at each step of the conflict. Ask students to describe how the historical events of the time influenced both the conflict and the feelings the characters had about the conflict.

Feelings in the News

Have students clip a newspaper story that describes a conflict and mount the clipping on a piece of paper. The paper should be large enough to leave a generous margin. Students should circle key aspects of the conflict described in the story and draw a line from the circle to the margin. In the margin they should write the feelings that the disputants are probably having at that point in the conflict.

Activity Type De-Escalating Conflict—CAPS

Historical De-Escalations

Have students research and report on how an historical conflict was de-escalated. This is a good activity to combine with one of the activities above—the "Conflict Timeline" for example, or "History on the Escalator." Have students identify the specific actions that were taken to de-escalate the conflict.

If I Were In Charge

Students choose a conflict from the news and describe how they would de-escalate the conflict. They may use the CAPS approach to de-escalation or develop a plan of their own. In either case, they should describe the specific actions they would take and discuss what they predict would be the consequences of those actions in de-escalating the conflict.

Activity Type Win-Win Grid, Problem Solving, Conflict Management Styles

Conflict Resolution Continuum

Make a chart of the Conflict Resolution Styles introduced in Conflict Skill Lesson 5 and hang it on the wall. Whenever a conflict comes up in class, either historic or a current event, have students identify where on the chart they think the resolution efforts belong. Keep track of which conflict resolution approaches are used most often. Are there any conflict resolution styles the students would add?

Peacemaking in the Paper

Just as there are always conflicts in the news, so are there attempts to make peace between disputing parties. Have students follow one of these peacemaking attempts in the newspaper and report on how it is progressing. They need not choose an international conflict; there are also local disputes, civil wars, labor problems, diversity related community disputes. Students should report on what conflict resolution styles they see being used, whether there are Win-Win or Win-Lose results, and what the long-term results seem to be.

Using the Win-Win Grid

Use the Win-Win grid to help students develop solutions to either historical or current conflict situations. Have them place what actually happened in the appropriate box on the grid. Then have them invent possible solutions for the other boxes in the grid. Discuss what would have had to happen for those solutions to be the actual outcome.

Activity Type Listening

Historical Active Listening

Have students work in Listening Labs and, using some of the activities from the Point of View section that follows, ask two to role-play describing the P.O.V. and two to be the listeners. Then the students trade roles.

Listening for Who, What, When, Where, Why

If students are not familiar with the Five Ws approach to news writing (Who, What, When, Where, Why), explain it. The Five Ws are also useful information to have about conflicts. Then read a newspaper story that describes a current conflict. Read only the first paragraph or two—just enough for Who, What, When, Where, Why to be established. Then have the class identify the Five Ws of the conflict. This is a quick and fun exercise that can be repeated many times. The more you do it, the better students get at hearing the Five Ws. You can also vary what you ask them to listen for. Try having them identify the feelings they hear or some of the details.

Activity Type Point of View

P.O.V. on Historical Conflict

Have students identify the P.O.V.s in historical conflicts. This may be the P.O.V.s of individuals or the P.O.V.s of groups. Have them identify, along with the P.O.V., what they know about the needs, goals, experiences, values, and feelings that color the P.O.V. lenses of the parties involved.

P.O.V. in the Newspaper

Have students choose a newspaper article that tells about a conflict. Have them identify and write a description of the P.O.V. of everyone mentioned in the article. How have the differing P.O.V.s led to conflict or contributed to the conflict escalating?

Activity Type Demands and ReallyNeeds

Demands and ReallyNeeds in History*

Have students identify the Demands and ReallyNeeds in historical conflicts. It helps to make a simple chart as in this example from Colonial America:

	The British	**American Colonists**
Demand	They must pay taxes	We won't pay taxes
ReallyNeeds	Payment for protection from Indians, French	More representation in government
	To get out of debt	Money to benefit colonies
	To reaffirm power over the colonies	To make own decisions
		To be respected by Britain

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* This activity is adapted with permission from *Getting to the Heart of It* (Watertown, MA: Tom Snyder Productions, 1994) Computer software.

Demands and ReallyNeeds in Current events

Have students do the "P.O.V. in the Newspaper" activity. When they have finished identifying the P.O.V.s in the conflict, have them go over it again to determine if they can identify any Demands and ReallyNeeds in the story. It may be difficult to determine the ReallyNeeds from the story. If this is so, students can conjecture based on the best available evidence.

Activity Type Negotiation/Mediation/Arbitration

Negotiation/Mediation/Arbitration in History

Using the "Conflict Timeline" activity have students mark and write descriptions of how some of the conflicts were resolved using either negotiation, mediation, or arbitration. Discuss: What did these resolutions lead to? Were they successful? Were they long-lasting? What can we learn about "Good Resolutions" from looking at these historical examples?

Negotiate/Mediate/Arbitrate Historical Conflicts

Using the "Demands and ReallyNeeds in History" activity have students complete their charts of Demands and ReallyNeeds. Then have them role-play to develop resolutions that will meet the Demands and ReallyNeeds of the disputants.

Negotiation/Mediation/Arbitration in Current Events

Have students read the newspaper for a week to identify instances of negotiation, mediation, or arbitration. Some of the questions students can address are: What kinds of approaches were used for what kinds of conflicts? Were they successful? Do you think they will meet the important ReallyNeeds of the disputants? Which approaches are used the most? Do you see more Win-Win, Win-Lose, or Lose-Lose resolutions? Why do you think that is?

NOTES

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A Gathering Activities

Gathering Activities are short, five-to-ten minute activities that set the stage for conflict resolution lessons by giving students a safe and fun way to share with each other. Gathering Activities are intended to be positive, community building experiences. Use your judgement in choosing the activities you think are most appropriate for your students. Students should have the opportunity to pass if they so desire. The Gathering Activities here were developed by and are used with permission of New York Metro Educators for Social Responsibility, Resolving Conflict Creatively Program.

GO-ROUNDS

Many of these Gathering Activities are what we call "Go-Rounds." A Go-Round gives every student a chance to respond to a statement or question. If possible, have students sit in a circle. Students speak in turn, going around the circle. Introduce the topic of the Go-Round in the form of a statement or question. The topic can be a general one that most students will be able to comment on (for example, "What is something you've enjoyed about today's lesson,") or it can be a way to introduce the content of the lesson. Students have the right to pass when it is their turn to speak. After everyone has had a chance to speak, you may go back to someone who passed to see if he or she has thought of something to contribute. Some Go-Round topics:

- What is something that makes you feel happy?
- What is one of your most treasured possessions?
- What do you usually do when you see a fight?
- Something I do differently than I used to is...
- A time I helped out a friend or relative who needed some assistance was...

GROUP CLAP

Ask everyone to close their eyes and begin to clap in whatever way they want. You can tell them that at first it will seem like a mess, but to stick with it and they will notice something happening. (Usually this begins very chaotically, but when gradually students start to synchronize the sounds they are making.)

GUESSING BOX

Place an object into a box that you can close. The object should be something that in some way represents conflict or conflict resolution. Ask students to guess what's in the box. The guesses can be as wild or silly as they choose. Reveal the object, and ask a few volunteers how they came to think of the objects they guessed.

"I'D LIKE TO HEAR..."

Have students say something positive they'd like to hear another person say about them. For example: "I'd like to hear someone say I'm a great dancer."

"IF CONFLICT WERE A COLOR..."

Lay out an array of colored paper on a table or the floor. Ask students to choose a color of paper that represents "conflict" to them. Say, "If conflict were a color, it would be..." and have them get up and pick out a piece of paper. (Be sure to have lots of red paper as that is the color most students choose.)

"I GOT WHAT I WANTED..."

Have students complete the following sentence: "A time I got something I wanted was when..."

INITIALS

Have each student say their whole name and then say positive adjectives using their initials. For example, George Frost—generous, friendly.

MIRRORING

Have students work in pairs. One person is A, the other is B. Partners should stand, facing one another. First B reflects all movements initiated by A, head to foot, including facial expressions. After a short time, call "Change," so that positions are reversed. Then B initiates the actions and A reflects. Have students discuss what it was like to mirror another person's actions.

NAME GAME WITH MOTION

Have the group form a circle. Ask students to say their names and make a gesture that goes with their name. After each person says his or her name and makes a gesture, everyone in the group repeats the name and the gesture. Model the activity first, then go around the circle.

NEW AND GOOD

Have students comment on something new and good that is happening in their lives. It can be anything—a good movie, a good time with a friend or family, a new idea, finishing a project for class. Model the activity for the class by speaking first.

NONVERBAL BIRTHDAY LINE-UP

Challenge students to line themselves up according to the month and day of their birthdays without talking. You will need to tell them where the line begins and where it ends. When the line is completed, ask them to say their birthdays aloud.

PUTTING UP A FIGHT

Go-round the group and have students answer: "What is something you have that you would put up a serious fight for—even risk your life for—if someone tried to take it away?" (This can be a material thing, like a gold chain, or something intangible, like a good reputation.) "Why is this so important to you?"

SOMETHING BEAUTIFUL

Ask each person to say something interesting or beautiful that he or she has seen lately and how that made them feel. Before anyone speaks, however, he or she must paraphrase what the previous student said. You can begin, modeling the activity.

STANDING UP

Have students say a time they felt they were being taken advantage of and they stood up for themselves.

STRONG FEELINGS

Ask students to describe a strong feeling they have been having in the last week and some reasons for that feeling.

"YOU LIKE, I LIKE..."

Give students a question they can answer briefly. Going around the circle, each person must repeat what the student before them said in response to the question before making their own statement. For example, if the question is, "What are your favorite things to wear?" and the first person who speaks says, "I like to wear jeans and big shirts with hoop earrings," the next person would say, "She likes to wear jeans and big shirts with hoop earrings, and I like to wear patched overalls and leather jackets."

"WHAT'S IMPORTANT IN A FRIEND?"

Ask students: "What do you think are the most important qualities in a good friend?"

"WHAT WOULD YOU DO...?"

Go around the groups having students respond to this question: "If you saw a fight starting in the street between two people you didn't know at all, what would you do?"

"WHEN I'M IN A CONFLICT..."

Going around the groups, ask each student to complete the sentence: "When I get into a conflict, I usually. . ."

WHIP

A whip is a positive, incomplete statement that is completed in turn by each person in a circle. It goes quickly with each person answering in a short phrase. Some possible whips are:

- Something I'm good at that ends with "ing". . .
- I feel good about myself when. . .
- Something I like about my cultural or ethnic background is. . .
- A hiding place I had when I was a child was. . .
- Something that usually makes me happy is. . .
- One word that describes how I feel today is. . .
- One word that describes a strength of mine is. . .

B

Closing Activities

Closing Activities celebrate the time the group has spent together and conclude the lesson's activity on a positive note. Like Gathering Activities, they are good for building community in a classroom and bring a sense of closure to the lesson. These Closing Activities were developed by and are used with the permission of New York Metro Educators for Social Responsibility, Resolving Conflict Creatively Program.

APPRECIATION

Set the timer for three minutes. Tell the students they have the opportunity to say something they appreciated about the class today or about the group. Model by speaking first, then whoever is moved to speak may do so.

CONNECTIONS

Set a timer for two minutes and ask the class what they appreciated about the class or about the day. Model the activity first, then whoever feels moved to speak can do so.

ENCOURAGEMENT CARDS

Distribute index cards. Ask students to write anonymously one sentence expressing words of encouragement they might offer another student in the class. Collect the cards and redistribute them for a go-round of reading.

GOOD-BYE/HELLO

Ask students some of their behaviors or thoughts they would like to say good-by to and what new behaviors or thoughts they would welcome. Go around with each student completing the blanks in the statement, "Good-by _______, hello ______."

GO-ROUNDS

Closing Go-Rounds are like the Gathering Activities. Have the class stand or sit in a circle. Going around the circle have students respond to a question or a statement. Some closing go-rounds that you might try:

- What quality do you possess that you would be willing to share with the group that would help us work as a group more easily?
- What is one word describing an important quality your favorite hero or "she-ro" might have?
- What's one word that expresses how you are feeling right now?
- What's a new idea or awareness that came to you today?
- What quality do you have that would make you a good negotiator?
- What quality do you have that would make you a good mediator?
- What is a food from your cultural background that you especially enjoy?
- What's a time when someone has helped you or another person?

I USED TO...

Go around and have students complete the blanks in the following statement: "I used to think (feel) ______, but now _______."

RAINSTORM

The goal of this activity is to simulate the sound of a rainstorm. Have the group sit or stand in a circle. One person is the facilitator who begins by rubbing hands together in front of one person in the circle. That person imitates the motion. Then the facilitator continues around the circle until everyone is rubbing hands together.

The second time around, the facilitator clicks fingers in front of one person. Everyone else should continue to rub hands together until the facilitator comes around with clicking fingers. As the facilitator comes to each person, he or she stops rubbing hands and starts clicking fingers.

The third time around the facilitator makes a loud pattering sound by slapping his or her thighs. The fourth time around the facilitator gets all participants stamping their feet. This is the height of the rainstorm.

Next the facilitator directs the subsiding of the storm, going around and changing stamping to pattering, to clicking to hand rubbing to silence.

TELEGRAM

Distribute index cards. Ask students to write on the cards one thing they would like to remember about today's lesson if they forget everything else. Collect the cards and redistribute them for a go-round of reading or, if time is short, select and read a few.

YES!

Ask students to stand in a circle and hold the hands of the people on either side. Everyone bends over, hands almost touching the floor. Start saying "Yes" together softly and get louder and louder as you slowly rise, exploding into a loud, energetic "Yes!"

C

Guidelines for Role-Plays

WHAT IS ROLE-PLAYING?

Role-playing is temporarily taking on a new role in a practice situation for the purpose of learning new skills or exploring new ways of relating to others.

In conflict resolution, role-playing lets students practice and experiment with new skills and behaviors to see how they feel, how the behavior "works," and what problems come up. It gives you, the teacher, the opportunity to give feedback and assess how well the student is acquiring and using new skills and understandings.

THE TEACHER'S ROLE

The teacher sets up the role-play environment and explains the rules. The teacher also facilitates the discussion at the end of the role-play. This discussion is very important, for this is where students receive feedback on their use of a particular skill.

To do this you need to:

- Instruct the class in how to give appropriate feedback;
- Demonstrate feedback skills;
- Praise students when they give appropriate feedback.

Try to model the following feedback behaviors. You may also need to point out to students what you are doing, so they will learn to give similar types of feedback.

1. Talk about the behavior, not the person. Role-plays are designed to promote behavior skills, so it is important that feedback be directed at the behavior. For example, instead of saying: "You sounded like you wanted to solve the problem," say: "You said, 'Let's work it out' and that let the other person know you wanted to solve the problem."
2. Be specific. Tell students exactly what they are doing right or what could be improved. For example, instead of saying: "That was good," say: "You asked the other person what they wanted in the situation."
3. Emphasize what was done well, and suggest improvements for next time. For example: "You did a good job of looking her in the eye. Speaking up a bit more might be helpful next time."

4. Suggest choices rather than giving instructions. Explore the consequences of the new choices. For example, instead of saying: "Ask her when she'll be finished with the tape recorder," say: "What do you think would happen if you asked her when she would be finished with the tape recorder? Give it a try."
5. The types of questions you ask will influence the kind of feedback you get. Use the suggestions that follow.

QUESTIONS FOR PROCESSING THE ROLE-PLAY

Ask each actor

How did you feel playing the role?

What did you notice yourself doing?

How did the other person(s) respond to your action?

What do you think you did well?

What might you have done differently or better?

Ask the observers

How did you feel as you watched the role-play?

How did the conflict develop? How did it escalate?

What stands out about how the actors talked/behaved?

Why do you think they behaved as they did?

What did they do that made the conflict better or worse?

What might they have done differently?

For everyone

Have you ever been in a situation like this one?

How did you handle it? How did it turn out?

What might be another way to handle this situation?

End the discussion by summarizing the major issues. Tie these issues to the purpose of the role-play.

RUNNING ROLE-PLAYS

1. Begin by explaining the purpose of the role-play, such as practicing problem-solving, trying new ways of communicating in conflicts, or practicing mediation. To learn from the role-play students need to know why they are doing it. Review the rules of role-plays.

Role-Play Rules

- Stop everything when the teacher says "Freeze!"
- No Booing
- No swearing
- No physical fighting—real or pretend

2. Next explain the role-play situation and the characters needed, as well as the type of role-play it will be.

Types of Role-Play

Small groups. Three or four per group, with actors and observers.

Hassle Line. The group forms two lines. Each actor stands opposite a partner. Everyone in each line plays the same role.

Whole Group Role-Playing. The class is divided into large groups. Everyone in the group plays the same role.

Audience-Actors. The class observes role-plays as a group of actors.

Skits. Usually uses the "Audience-Actors" format, with scripted lines.

In the beginning, it is best to use structured role-plays where you give the students a lot of information about the situation, the characters, what you want them to do, etc. You may even want to give them a script. I usually start with skits that use an Audience-Actors format. This gives the students practice in role-playing, giving feedback, and problem-solving. Then, as I think they are ready, I give them practice in other types of role-play and role-play techniques.

Role-Play Techniques

Role Reversal. Actors reverse roles half-way through the role-play.

Fish Bowl. The audience forms a circle around the actors and comments on the action or motivations of the actors.

Replacements. As the actors role-play, observers from the audience may tap them on the shoulder and replace them.

3. The format I use is as follows:

Starting and Monitoring the Role-Play

- Describe the purpose of the role-play to students.
- Assign roles to players, taking care not to choose someone who might over-identify with the part. Give the roles fictional names.
- Brief the actors. Be sure they understand what the conflict is.
- Brief the audience. As observers, what should they look/listen for?
- Review the role-play rules.
- Start the action. Intervene or coach only if absolutely necessary.
- If the role-play doesn't come to a natural end, cut it off gently.
- Thank the role-players using their real names.

4. Once students are experienced with simple role-plays, they can begin to develop their own role-plays.

Developing Role-Plays

- Have the class brainstorm situations.
- Choose one situation and develop the problem or issues of the role-play.
- Develop the specific roles: their age, gender, names, characteristics. How do the characters feel about each other? The situation?
- Develop the background to the situation: What has led up to the current situation, what is the current situation, etc.
- Decide on any supporting or secondary characters and develop them, defining their roles in the situation.
- Choose a beginning point for the role-play.

What's Next?

Conflict Resolution for the Middle School is a work in progress. Currently we are developing and pilot testing several additional units to be included in the next published version. These units may include:

- Violence and Violence Prevention
- Power, Peer Pressure, and Conflict
- Conflict and the Media
- Gender and Conflict

We are also considering future volumes on classroom management, democratic classrooms, and program planning.

If you have thoughts, activity suggestions, questions, or ideas for these or any other related units you would like to see, don't hesitate to let us know. If we use any of your activities we will credit you. Or, you may consider participating in our national field test of the curriculum this coming 1994-1995 school year. If you would like to receive more information, please complete and return the "National Field Test Invitation" (located on the following page) by September 1st, 1994. You will receive additional details shortly thereafter.

Thank you for your help.

National Field Test Invitation

As you know, no curriculum is complete until it has been fully classroom-tested by teachers like yourself.

This coming 1994-95 school year we are planning on a full-scale National Field Test and revision of *Conflict Resolution in the Middle School.* We know your classroom is unique! Please help us ensure that this curriculum meets your needs, as well as those of a diverse group of educators, students, and classroom settings.

If you are interested in being part of the National Field Test, please fill out and return this page to us by September 1st, 1994. We'll send complete information about the process shortly thereafter.

Participants who complete the National Field Test will receive the updated curriculum free, as well as be credited in the curriculum. Thank you!

TELL US ABOUT YOURSELF AND YOUR SCHOOL

Name Title

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I teach in the following interdisciplinary teams:

My School Is . . .

Number of Students__________ ☐ Urban ☐ Suburban ☐ Rural

Other interesting aspects of my school include:

Please return: Publications Director, ESR, 23 Garden Street, Cambridge, MA 02138, (800) 370-2515.

About the Author

William J. Kreidler is a teacher with over 20 years of experience and a nationally-recognized expert in conflict resolution and violence prevention. He is the author of the highly-praised guide for teachers *Creative Conflict Resolution* and *Elementary Perspectives: Teaching Concepts of Peace and Conflict*. He is co-author, with Dr. Deborah Prothrow-Stith, of *The Violence Prevention Curriculum for Adolescents*. With Ulric Johnson he co-authored *Stop, Caution, Go: A Youth Gang Prevention Curriculum*. Mr. Kreidler serves as a member of the Massachusetts Advisory Board on Violence Prevention. He is a popular speaker and workshop leader and has worked with teachers and students all over the world on issues of diversity, conflict resolution, and violence prevention.

About ESR

Educators for Social Responsibility seeks to make social responsibility an integral part of education in our nation's schools. We create and disseminate new ways of teaching and learning that help young people participate in shaping a better world.

Our programs and products present divergent viewpoints, stimulate critical thinking about controversial issues, teach creative and productive ways of dealing with differences, promote cooperative problem solving, and foster informed decision making. We help young people develop a personal commitment to the well-being of other people and the planet, and encourage participation in the democratic process.

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180 pages, ESR 1994
TEACHV
$16.95 Nonmembers,
$15.26 Members

The Power of Numbers: A Teacher's Guide to Mathematics in a Social Studies Context

Fred Gross, Patrick Morton, and Rachel Poliner

The power of mathematics lies in its use as a tool not only for computing, but for making decisions, communicating, and predicting. This middle school math and social studies curriculum integrates goals and strategies, consistent with the National Council of Teachers of Mathematics *Standards*, to help students create mathematical questions; conduct research; record, interpret, and discuss results; and learn about the uses and misuses of math.

Using skills developed in middle and high school math, students work on thematic projects that require the use of many different math and reasoning skills. With the Census and polling as conecting threads, students explore high school dropout rates, the smoking and drinking habits of teenagers, the interpretation of crime statistics, and other interesting topics.

Grades 6-9
240 pages, ESR 1993
POWNUM
$35.00 Nonmembers
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Unbound, student handout masters
POWPAC
$10.00 Nonmembers
$9.00 Members

Taking Part: An Elementary Curriculum in the Participation Series (Revised Edition)

Boston Area Eductors for
Social Responsibility
Sheldon Berman, series coordiantor

Taking Part offers lessons that help teach children how to make a difference in the classroom and in their everyday world. Activities explore many forms of democratic participation and empowerment, explain simple decision-making models, and introduce the electoral process.

Grade K-6
43 pages, ESR 1984, Revised 1991
TAKPAR
$19.00 Nonmembers
$17.10 Members

Trash Conflicts: A Science and Social Studies Curriculum on the Ethics of Disposal

Amy Ballin
with Jeffrey Benson and Lucile Burt

Trash Conflicts promotes deeper understanding of the impact of waste production and disposal. It goes beyond awareness and increasing students' appreciation of natural resources to initiating critical thinking, decision making, responsibility, and empowerment. The curriculum starts where children are and moves them through a careful analysis of a complex series of interrelated issues, which include technology, economics, power, race, and class. It explores waste production and the impact of disposal methods from the personal to the community to the corporate.

Through science-based experiments, research and analysis, role plays, and discussions, students learn about the nature of garbage, disposal methods, consumer behavior, toxic waste, and the political process surrounding trash disposal. They investigate the links between waste management and issues of race and class, creating new ways to consider environmental responsibility.

Grades 6-8
220 pages, ESR 1993
TRASHD
$25.00 Nonmembers
$22.50 Members

Dealing with Differences: Conflict Resolution in Our Schools

Dealing with Differences has received praise from hundreds of teachers, administrators, and community leaders. This booklet presents ESR's unique and highly successful approach to creative conflict resolution.

ESR's approach is student-centered and emphasizes conflict as a normal part of life; as such, conflict presents opportunities for growth. Through inquiry into and exploration of the underlying issues (including individual, racial, and ethnic differences, and prejudice), students begin to understand the complex factors that lead to conflict. Our approach entails a comprehensive program that includes classroom management, skill enhancement, and curriculum infusion that increases students' ability to fashion "win-win" solutions and creatively resolve conflicts.

13 pages, ESR 1991
Single copy
DEAL01
$1.75

Packet of 10
DEAL02
$10.00

Secrecy and Democracy

Steven Cohen

Through a variety of readings and activities, *Secrecy and Democracy* explores covert action in the United States government and raises complex questions about the role of secrecy in a democratic society. Using the history of covert acton from the creation of the CIA to the Iran/contra affair, students consider conflict between national security and open government, learn about the growth of the national security state, and examine the consequences on the American system of checks and balances on the free press.

Produced in collaboration with the Tufts University Experimental College Symposia Project, directed by Sherman Teichman.

High School/College
140 pages, ESR 1990
SECREC
Nonmembers $11.25
Members $10.15

Making History: A Social Studies Curriculum in the Participation Series

Boston Area Educators for Social Responsibility
Sheldon Berman, series coordinator

Making History helps teachers prepare students for democratic participation in society. Students are encouraged to use their own experiences to assess controversial issues. Activities explore the meaning of empowerment, both in the community and in the nation at large. Students review case studies of community action, learn about various models for decision making, and discuss strategies for creating change.

Grades 7-12
90 pages, ESR 1984
MAKHIS
$19.00 Nonmembers,
$17.10 Members

ESR Journal: Educating for Democracy

The ESR Journal continues to offer K-12 and postsecondary educators practical strategies and great ideas for making social responsibility a reality in the classroom and in children's lives.

The ESR Journal is a reservoir of resources on promising practices in the field of education for social responsibility, highlighting *what works* and *why.*

106 pages, ESR 1992
JOUR02
$13.00 Nonmembers,
$11.70 Members

ESR Journal: Educating for Social Responsibility

The first edition of the *ESR Journal* offers an exciting array of essays outlining theoretical and practical strategies for educating for social responsibility. Volume one contains offerings from leading educators throughout the country, including Vito Perrone (director of Harvard's Teacher Education Program), William J. Kreidler (author of *Creative Conflict Resolution*), and Sam Totten (University of Arkansas).

121 pages, ESR 1990
JOUR01
$13.00 Nonmembers,
$11.70 Members

VIDEOS!

Everybody Rejoice: A Celebration of Diversity

29th Street Video Production/ESR

This video adds a new and engaging dimension to school conflict resolution and multicultural/diversity programs. An ethnically diverse group of high school students from the Public School Repertory Company present a collage of performances and perspectives that pay tribute to their individual and ethnic differences.

An uplifting, entertaining experience as well as an effective demonstration of how working together toward a common goal can positively effect students' sense of self, their awareness and appreciation of diversity and individuality, and their efficacy as members of a community working toward a common goal.

Video comes with a two-page users' guide complete with pre- and post-viewing discussion questions. Produced by Tony De Nonno; coproduced by David Wallace.

High School
26-minute videotape (1/2 VHS),
ESR 1991
EVBODY
$25.00 Nonmembers,
$22.50 Members

Interested in starting a school conflict resolution program?

This series of videos from the Resolving Conflict Creatively Program (RCCP) offers moving testimonies and vivid snapshots of what conflict resolution can look like in your school.

RCCP is a collaborative effort of the New York City Public Schools and Educators for Social Responsibility Metropolitan Area. One of the most successful programs in the nation, it promotes effective instruction in creative conflict resolution and intergroup relations. (Videos include contact information for the RCCP program.)

Waging Peace in Our Schools

This moving video offers you a chance to experience the in-depth components of the RCCP. You'll see conflict resolution skills being taught and students engaged in a peer mediation, as well as hear the testimonies of children, teachers, parents, and administrators who have worked to change their schools. Dramatic positive changes are possible when an entire school community wages peace. Produced by Peter Barton. (2[illegible] minutes) WAGEPE

$39.95 Nonmembers
$35.95 Members

A Fistful of Words
(Adult version) This video describes the main components of the RCCP. Teachers, principals, students, and local school board members share their enthusiasm about making conflict resolution a regular part of the school curriculum. Produced by Tony De Nonno. (23 minutes) **FISTAD**

(Student version) Focusing on one component of the RCCP—mediation—students share how they feel about being peer mediators and role-play the steps involved in mediation. Includes a two-page user's guide. Produced by Tony De Nonno. Grades 3-12. (13 minutes) **FISTST**

Making a Difference
This video highlights the dramatic changes in attitudes and behaviors of teachers and students in the RCCP in relation to dealing with conflict. Produced by Linda Lantieri. 5th grade-Adult. (26 minutes) **MAKDIF**

An Eye for an Eye...
Makes the Whole World Blind
Alternative high school students, teachers, and their principal share the dramatic changes they have experienced in attitudes and behaviors in dealing with conflict in their lives, changes brought about as a result of their participation in the RCCP. Produced by Peter Barton. Grades 7-12. (12 minutes) **EYEFOR**
$25.00 Nonmembers,
$22.50 Members each video

ESR Professional Development Workshops

"More than any other class, workshop, or in-service, this week has helped me grow as a person and as an educator."

— institute participant

ESR offers a wide range of training opportunities to meet the needs and budget of your school or organization. ESR programs match innovative ideas, age-appropriate classroom strategies, and the newest curricula in the field of teaching for social responsibility.

Our highly engaging workshops utilize a range of approaches from role plays and simulations to small-group discussions and reflective writing.

Training Formats to Fit Your Needs

Our formats include introductory workshops, one- to three-day seminars, in-service series, weeklong summer institutes and university courses, schoolbased model programs, consultation, and speakers on selected educational topics.

SCHOOL SERVICES IN CONFLICT RESOLUTION, VIOLENCE PREVENTION, AND INTERGROUP RELATIONS

ESR helps schools and school systems across the country set up comprehensive conflict resolution programs. Our goal is to help young people learn to deal with differences in healthy and productive ways.

ESR conflict resolution programs help educators provide effective instruction in conflict resolution on four levels:

1. incorporation into classroom management and approaches to displine
2. student skill instruction
3. infusion into subject areas
4. schoolwide initiatives

We provide:

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- *curricula and implementation manuals*
- *follow-up program*
- *leadership training opportunities*

Parent training and peer mediation programs are available.

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